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ABSTRACT

Contents of this final progress report of staff training programs funded under Title IV, Civil Rights Act of 1964 include: guidelines for progress report; the integration effort brought up-to-date; project proposal activities for the period being reported; evaluation; dissemination; program changes; personnel; and problem areas and recommendations. The following appendixes are included: Research and development evaluation of staff training program; project staff evaluation of school seminars; evaluation of in-service programs by zone consultants; evaluation of Building Leaders workshop; teacher evaluation of the integration program; Building Leader assessment of the integration programs; Department of Intergroup Education Newsletter; community aide orientation program and April reports; and outline of program for the in-service training of bus drivers. (JM)

ED0 48386

CLARK COUNTY SCHOOL DISTRICT

CIVIL RIGHTS ACT OF 1964

PROJECT E 9016

1969—1970

STAFF TRAINING PROGRAM

FINAL REPORT

CLARK COUNTY SCHOOL DISTRICT

Las Vegas, Nevada

Final Progress Report

Title IV, Civil Rights Act of 1964

Staff Training Program,
Final Report

Dr. Kenny C. Guinn - Superintendent

Mr. Claude G. Perkins, Director

Mr. Claude H. Parson, Human Relations Specialist

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For the

OFFICE OF EDUCATION
760 Market Street (Room 867)
San Francisco, California
Region IX

UD 010 960

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Guidelines
Progress Reports
For The
Division of Equal Educational Opportunities
Region IX

INSTRUCTIONS

It is our intention to keep the progress reports as simple as possible, with a view to bringing activities and schedules up-to-date. Consecutive reports should indicate progress toward fulfilling the proposal's objectives.

The progress reports should contain a record of changes and additions to the original proposal. This can be recorded in Section II.

Some institutions include a packet of program activities announcements, schedules, agenda, etc., and other printed materials which illustrate and typify activities.

Carefully prepared progress reports can make the task of preparing the final report much easier.

We read these carefully and find them valuable.

FORMAT

A. Records Control Data:

1. Name and Address of Institution: Clark County School District, 2832 E.Flamingo Road, Las Vegas, Nevada. 89109
2. Grant No. OEG-9-938901-0066-(036)
3. Project No. E-9016
4. Amount $62,931.00

5. Period of Grant: A. From June 25, 1969 B. Through June 30, 1970

6. No. of Progress Report (circle one) MIDYEAR (FINAL)

7. This report covers the period of time from 1-5-70 to 6-30-70

B. Information:

1. Introduction: The Integration Effort Brought Up To Date.

   A statement of the institution's status with reference to integration since the writing of the proposal or the last progress report.

THE INTEGRATION EFFORT BROUGHT UP TO DATE

Background Information:

The Clark County School District initiated its plan for desegregation of the elementary schools in the metropolitan Las Vegas area during the 1969-70 school year. On a voluntary basis, approximately 1,320 students from six predominantly all black schools were transported to other elementary schools in the district. In addition, 319 Caucasian students were transported to the C.V.T. Gilbert Prestige School in the ghetto area.

During the 1968-69 school year, of the total 5,258 black elementary students, 4,272 or 81.25% were attending ghetto area schools. Although enrollment increased to 5,534 black students during the 1969-70 school year, only 2,625 or 47.43% attended predominantly black schools. Presently, all except three of the 50 elementary schools in the metropolitan area, have some black students. During 1968-69, there were 6 elementary schools with no black students. Enrollment of black students in schools outside the ghetto area currently varies from 0 to 28% with six schools enrolling over 10% black students, twenty-five schools enrolling from 1 to 10%, and the remainder enrolling less than 1% black students. Enrollment in four of the ghetto area schools remains over 98% black. The C.V.T. Gilbert School decreased its enrollment from 95% to 69% black students. Enrollment in the Kit Carson Elementary School remains over 95% black but the facility is now being used as a Special Reading Center open to all elementary students with total enrollment reduced over 50% from the previous year.

In an effort to integrate faculties, the teaching staffs of the ghetto area schools have been redeployed, some to previously all white schools, so that no more than 35% of any staff is black. The full-time professional staff increased from 130 in 1968-69 to 194 during the 1969-70 school year. Black student enrollment district-wide increased from 8,233 in 1968-69 to 8,928 in 1969-70.

The other major components of the 1969-70 desegregation plan are described below:

1. Department of Intergroup Education

A new department within Central Administration, attached to the office of the Superintendent, has been created with responsibility for coordinating and implementing the district's integration efforts.

2. C.V.T. Gilbert Prestige School

In an effort to attract white students into ghetto area schools, the C.V.T. Gilbert School was established as a prestige school providing a low pupil-teacher ratio, an exceptional variety of equipment and learning materials, and extensive teacher in-service education.

3. Kit Carson Special Reading Center

This ghetto area school has been designated as a Special Reading Center to diagnose reading difficulties and to institute a plan of remediation to correct the identified difficulties, returning the student to the regular classroom as expeditiously as possible.

4. P.O.S.E.

Derived from ideas and functions found in the Educational Park concept, the POSE program was designed to provide educational enrichment opportunities for large groups of children from two predominantly black and two predominantly white elementary schools.

5. Community School and Student Exchange Program

The Matt Kelly Elementary School in the ghetto area functioned as a Community School, making use of both physical and human resources of the school and community to help community members fulfill their educational, recreational, social, intellectual, and health needs during regular school hours, after school and during the summer months. In addition, a student exchange program was instituted involving students from Matt

Kelly and the six other elementary schools in the same attendance zone.

6. Staff Training Program

With the assistance of Civil Rights Act, Title IV funds, the district implemented an extensive program to train both the professional and classified staff in appropriate techniques for dealing with problems in newly integrated elementary schools.

7. Transportation

The district provided bus transportation to both black and white students volunteering to attend desegregated schools.

The 1970-1971 Integration Plan is an expansion of this year's efforts. The 10 major components of next year's plan are outlined below and on pages 5 and 6.

1. Prestige Schools

The C.V.T. Gilbert Elementary School will continue to function as a Prestige School, thus providing two completely desegregated facilities in the ghetto area.

2. Special Function School

In addition to serving as a Special Reading Center for diagnosis and remediation of reading difficulties, the Kit Carson Elementary School will be established as a Project READ school for students in kindergarten through third grade serving approximately 240 white and 160 black students.

3. P.O.S.E.

The POSE program will be expanded to include two additional schools, a total of six elementary schools.

4. Expanded Skills Centers

A total of 10 schools will be involved in the Expanded Skills Center Program which is designed to demonstrate that the provision of more educational services will attract

minority group students, thus resulting in voluntary integration of the elementary schools. The principal objective of the Expanded Skills Center is to adopt, develop, revise, and implement the use of individualized learning programs by students during school hours, after school, and on Saturdays in at least the following three curriculum areas: arts and crafts, language arts, and physical education. Activities of the Expanded Skills Centers will be coordinated with those of Project LEARN, an ESEA, Title III project based on the differentiated staffing concept which will be implemented in a newly opened elementary school in the fall of 1970.

5. Family Aide Program

Local integration funds will be used to provide four family aides to compliment a new ESEA, Title I project which is designed to identify and assist students within the ghetto area whose academic deficiencies and/or lack of school adjustment are not counterbalanced by the home.

6. Additional Staffing

One classified person to serve as hall and restroom monitors for every 500 students at each integrated secondary school will be hired as a means of providing greater protection for students.

7. Department of Intergroup Education

Efforts of the Department of Intergroup Education will focus more intensely on improving communications between minority and white communities. One additional professional staff member is being added and other personnel may be added as required by specific projects.

8. Transportation

The voluntary bussing plan will be continued with special efforts being made to recruit both black and white students to volunteer. The recruitment plan will be developed

by a committee of central administrative personnel from the Division of School Administration, Facilities Division, and the Department of Intergroup Education.

9. Staff Training Program

Continuation of the staff training program is expected, utilizing both regular and televised inservice courses. Comprehensive ETV courses in Black History, Positive Behavior Control, and Individualized Instruction, including appropriate guides, have been prepared. In addition, regular inservice classes in Black History, Black Dialect and Standard English, the Engineered Classroom, Background of the Minority Students, Human Relations in the Classroom, Non-verbal Techniques in the Classroom, and Individualization of Instruction will be offered. Courses will also be available at the University of Nevada, Las Vegas, on the Disadvantaged C hild and Methods of Teaching the Disadvantaged Child. It is anticipated that the district will continue the practice of releasing teachers early one day per month for inservice training and discussion of problems incident to integration.

10. Other

It is anticipated that the following other special programs also will be continued: (a) the seminar program, (b) a series of evening television programs concerning integration designed for community consumption, and (c) the personnel exchange program.

In addition to its integration program, the Clark County School District also provides special programs for students of other ethnic origins. The ethnic distribution is as follows: Asian-397; Indian-231; Spanish-American-2,252; Puerto Rican-53; Black-8,968. Compensatory Education programs are provided for the Indian students under the Johnson O'Malley Act in one metropolitan school and one school in Moapa Valley. Two ESEA, Title I bilingual programs are provided for Spanish speaking students; one program in

three metropolitan schools and another for migrant students in Moapa Valley. The district also administers the educational program for the Moapa Migrant Worker Project under the Economic Opportunity Act.

A loan of $800,000 was secured for implementation of the local 1969-70 integration plan. This year, a loan of $1,500,000 is being requested.* Contingent upon receipt of the $1.5 million loan, the district's new integration plan is expected to provide for the complete desegregation of all but two of the ghetto area elementary schools. The chart below indicates accomplishments in the school district's desegregation program for fiscal 1969 and 1970--an increase of 16% to 40%. Projections for fiscal 1971 indicate that an anticipated 80% of the black elementary school enrollment will be attending desegregated facilities:

Year	K-6 Enrollment	K-6 Black Enrollment	Students Desegregated	% Desegregated	Type of Plan
'68-'69	36,299	5,258	986	16%	Open Zoning
'69-'70	37,443	5,534	2,549	40%	Volunteer bussing, controlled zoning.
'70-'71 (projections)	38,500	5,800	4,640 (min.)	80%	Volunteer bussing, controlled zoning.

*Note: Since the writing of this report, a loan of only $1,000,000 was granted. Therefore, funds will not be available for a second Prestige School.

PROJECT PROPOSAL ACTIVITIES FOR THE PERIOD BEING REPORTED

A. Building Leaders Workshops

Four Building Leader Workshops were held during this report period. These workshops were designed to provide building leaders with further knowledge and insight into the problems of minority groups. Also, many techniques and methods of working with minority children, in order to motivate and increase student participation, were shared with building leaders.

The four workshops are outlined below:

January 14, 15, 16, 1970	Mr. Clarence Blow, Assistant to the Superintendent, Multi-Cultural Education, Palo Alto, California Three-day Group Dynamics Session
January 23, 24, 1970	Dr. Floyd Gaffney, Head of Drama Department, University of California, Santa Barbara, Cal., "Understanding the Black Child Through His Cultural Expressions"
February 2, 3, 4, 1970	Mr. Larry Moses, Instructor, James Cashman Junior High School, Las Vegas, Nevada "How To Incorporate Negro History Into Your Curriculum"
February 13, 14, 1970	Dr. Ronald Williams, Dean of Ethnic Studies, Western Washington State College, Bellingham, Washington, "Teaching Standard English to Speakers of Negro Dialect"
	Mr. Curmie Price, Director of Multi-Ethnic Studies, Western Washington State College, Bellingham, Washington, "Afro-American Social and Cultural History"

B. School Seminars

The following school seminars were also conducted in each of the forty-two schools involved in the integration program:

February 12, 1970	"How To Incorporate Negro History Into Your Curriculum"
March 12, 1970	"Problems in Teaching Standard English to Speakers of Negro Dialect"
April 9, 1970	"Summary and Evaluation of Integration Seminars"

C. Principal Workshops

An effort was made to cover subject areas recommended by school principals as most urgent. The workshops were planned by the zone consultants and the Human Relations Specialist. The subjects covered were as follows:

January 28, 1970	Dr. Clyde DeBarry, Assistant Professor of Education, University of California, Berkeley, California 1. "Planning Toward Quality Education and School Integration" 2. "Organizing for Community Involvement in School Integration"
February 25, 1970	Attorney Charles Kellar, President, Local Chapter of NAACP, Las Vegas, Nevada "Views and Opinions on School Integration"
	Dr. Thomas Wilson, Instructor, University of Nevada at Las Vegas, Las Vegas, Nevada 1. "Unique Problems Stemming From the Placement of Black Students in Previously All White Classes" 2. "Approaches to Reading Problems with Black Students:

D. Bus Drivers Seminars

Two more monthly meetings were held in the bus drivers lounge. The sessions gave the drivers an opportunity to discuss their problems related to bussing students for integration and suggest recommendations for alleviating the same. An effort was also made to erase certain myths and stereotypes and supply valid information about minority groups. An outline of Bus Driver Seminars is included in Appendix I.

E. Inservice Courses for Credit

Integration Inservice Education Courses offered by the District for professional growth credit during the second semester are:

	Course	Instructor	Enrollment
1.	Human Relations in the Classroom	Dr. Thomas Wilson University of Nevada Las Vegas	28
2.	Individualizing Instruction	Dr. Edna Hinman Principal C.V.T. Gilbert Prestige School	30
3.	Understanding the Background of the Minority Student	Mr. James Shipp Instructor Highland Elementary School	31
4.	Negro History	Mrs. Bernice Moten Instructor E.W. Clark High School Dr. Thomas Wilson Instructor University of Nevada, Las Vegas	19

5.	Black Dialect and Standard English	Mr. Herb Baker English Consultant Clark County School District	23
6.	Child Behavior Management in the Classroom	Mr. Larry Covell Social Worker Clark County School District	25
7.	How to Incorporate Negro History into Your Curriculum	Mr. Larry Moses Instructor James Cashman Jr. High	12

F. Educational Television

Scripts have been written, study guides completed and videotapes are expected to be ready for broadcast in the fall of 1970 for the following courses:

1. Negro History
2. Individualized Instruction
3. Positive Behavior Control
4. Negro Dialect and Standard English

EVALUATION

A. Attitude Survey

A formal evaluation of the Staff Training Program was conducted by the Research and Development Department utilizing a locally developed Attitude Survey. A full report on the evaluation, as well as the instrument itself, is contained in Appendix A. Based on the study, the following conclusions were drawn:

1. Age is an important variable when prejudice toward minority groups is considered. The younger the individuals, the less prejudiced toward minority groups.
2. Education is an important variable when prejudice toward minority groups is considered. The more educated the group, the less prejudice toward minority groups.
3. A well-structured in-service program can assist in reducing the prejudice of individuals toward minority groups.

Based on the results of the study, it would seem imperative that education of employees is essential in reducing the degree of prejudice toward minority groups. The in-service programs that were felt to be superior have demonstrated that prejudice can be reduced by providing proper training and support.

B. Assessment of School Seminars by Project Staff

Based on observation, teacher questionnaires, and comments from building leaders and consultants, the integration effort is gaining support from the community, as well as from teachers and administrators. The full report of this assessment is contained in Appendix B. Indications of this support include:

1. Requests from teachers and principals for multi-cultural materials, Negro History outlines, and study guides to use in their curriculum.
2. Attendance of principals and teachers at community meetings in West Las Vegas.
3. District and University course offerings related to school integration and the problems of minority groups.
4. Increased recruitment of black teachers and administrators and requests by many faculties for more black students and teachers.
5. Desire on the part of both black and white children attending integrated schools that they wish to return next year.
6. Multi-ethnic displays on school bulletin boards.

C. Evaluation of School In-service Programs by Zone Consultants

Appendix C is an assessment of the school in-service programs at each school involved in the integration program by the five consultants assigned to each zone in the District. Using a four-point rating scale from excellent to poor, the Zone Consultants rated six of the programs as excellent, seventeen as good, sixteen as fair, and only three as poor.

D. Analysis and Evaluation of Building Leaders Workshop

Appendix D is an analysis and evaluation of the three-day Building Leaders Workshop scheduled in January. A copy of the content of the workshop and the evaluation instrument, as well as responses, are included. Building leaders were requested to rate the workshop on a four-point scale from extremely helpful to irrelevant. Relevance of the workshop overall was rated "extremely helpful" by 71% of the building leaders. The majority of the ratings for individual sessions fell in the "extremely helpful" or

"useful" category with the Group Dynamics session receiving the highest rating. Approximately 76% of the overall responses to the fourteen questions fell on the positive end of the spectrum.

E. Teacher Evaluation of the Integration Program

A questionnaire was designed to indicate teacher assessment of the integration programs, the in-service sessions, school seminars, attitudes toward Community Aides, and an indication of problem areas from the teacher's point of view. Over 900 teachers responded. The questionnaire and a report of the responses is contained in Appendix E. Approximately 10% felt the overall program was "extremely helpful"; 52% that it was "useful"; 22% "indifferent"; and 16% felt that it was "irrelevant." Among school seminars, teachers indicated highest interest in "Human Relations in the Classroom" and "Understanding the Background of the Minority Student." Approximately half of the teachers responding listed "conduct of students on campus", "attitude of the minority student", and "language habits and reading ability of the minority student" as the major problem areas. Over 70% of the teachers indicated they would like to have a black teacher added to their staff next year and 85% indicated they felt Negro History should be incorporated into the Clark County School District curriculum.

F. Building Leaders Assessment of the Integration Program

Appendix F is a report of the Building Leader's final meeting, as well as a summary of comments from individual building leader reports. The report of the final meeting includes twelve recommendations for future school seminars, thirteen suggested professional growth and university courses, and twenty-nine points for improvement of the integration effort.

DISSEMINATION

The integration effort has had wide coverage throughout the community, utilizing both District and local mass media as follows:

A. Local Television Stations and Newspapers

A total of fifteen interview with project staff and consultants were included by the local commercial television stations on their news broadcasts. In addition, Channel 8 included five programs dealing with integration on its thirty minute "Strategy" program aired at 2:30P.M. on Saturdays throughout the year. The programs dealt with:

1. The Overall Integration Program.
2. The C.V.T. Gilbert Prestige School.
3. The locally funded Program for Social Enrichment (POSE).
4. A Young Audience Concert which fifty POSE students attended.
5. The Office of Intergroup Education.

Both local newspapers carried reports on the integration effort. In addition, the Review Journal carried a special report on integration written by a staff writer assigned to the education beat.

B. District Dissemination Efforts

The District has made an effort to disseminate information about integration through every source available both to the community and to its own staff. These efforts have included:

1. ETV: A fifteen minute film "Intergroup Action" narrated by Natalie Arrington, consultant from the Federal Community College in Washington, D. C. was produced locally and broadcast on the first District-wide in-service on integration day.

"News in Education" which is locally produced and broadcast three times weekly, ten times a day devoted one of the programs to the "Progress of Integration." A thirty minute 16 mm film entitled "Understanding the Ghetto Child" was developed for teacher in-service sessions. This film was narrated by Mr. Daniel Broussard, a consultant from San Mateo Unified School District.

2. News Media: The District used both its Hotline and the Reporter as vehicles to reach staff and community. The District made special efforts to include multi-ethnic photos in all its publications. The Hotline, which is issued once a week to all staff, included information on in-service and university course offerings, the District integration programs, the Office of Intergroup Education, the Multi-Ethnic Resource Center, and requested that questions about "rumors" be directed to the Public Information Specialist for clarification. Toward the close of the school term, a special telephone number was included to help handle the requests more expediently. Only two issues of the Reporter were disseminated this year. Both issues included information about the progress of the integration effort and were disseminated to parents as well as staff.

The Office of Intergroup Education issued one newsletter which is included as Appendix F. Also included is a copy of a News Release. The newsletter was disseminated to staff and the community and included information about the Office of Intergroup Education, the Student Exchange and POSE Programs, as well as telephone numbers for project staff and consultants.

3. Resource Center: The Department of Intergroup Education established a resource library of multi-ethnic materials at the John C. Fremont Junior High School for dissemination in the schools throughout the District.

PROGRAM CHANGES

Advisory Specialist II (Community Aides)

Because of a need for effective communication between parents, students, and teacher, it is necessary to have persons to serve as a liaison between home and school, as a resource person to parents and school personnel. Recognizing this need, the District, in February, requested a modification in the project to permit the employment of four Advisory Specialists II to serve as Community Aides. Primary responsibilities of the Community Aides were:

1. Encourage parents to become involved in the programs of intergroup education.
2. To relay information between teacher and home with reference to family problems and welfare, pupil problems and progress in school.
3. To encourage and assist parents in parent-teacher conferences and school activities.
4. To encourage parents to assist Advisory Specialist III.
5. To counsel parents on activities and actions in the home that may enhance learning in the school setting. i.e.,
   a. What kinds of books to buy
   b. What kinds of books are free
   c. The handling or management of television programs
   d. How to manage a desirable setting for study in the home
6. To establish dialogue between parents on their desires for the future of their children and how they feel about intergroup education as an aid in the achievement of these goals.
7. To relay parental goals and aims for their children to teachers and the Advisory Specialist I through to the policy-making level.
8. To make appropriate referrals to agencies as Welfare, Health Department, Lions Club, Catholic Welfare, etc.

9. To arrange for free milk and lunches if it is necessary.

10. Supervision of children on field trips and daily bus transportation when the need arises.

11. To assist teachers and parents in home and school visitations.

12. To make referrals to the school nurse, speech therapist and social workers.

13. To assist in counseling parents who may choose to withdraw their children from integrated schools.

Appendix H contains an outline of the three-day Community Aides Orientation Program and reports for the month of April from each Aide.

PERSONNEL

1. Director: Claude G. Perkins (Salary--$17,635) (School Funds)

   Coordinates the total integration effort in the School District

2. Human Relations Specialist: Claude H. Parson (Salary--$13,495) (Title IV)

   Plans and coordinates in-service training programs. Contract Date: September 29, 1969--June 30, 1970

3. Human Relations Consultant: B. Bernice Moten (Salary--$12,108) (School Funds)

   Mrs. Moten replaced Mrs. Mabel Hoggard on January 19, 1970. Assists the Director in maintaining close contact with community groups; assists the Building Leaders in the school seminars; and other responsibilities as directed.

4. Area Consultants: Contract Dates: September 26, 1969 - June 30, 1970 (School Funds)

   Don Creekmore
   Stuart Reid
   Judith Mangum
   Margaret Crawford
   Sue Robinson

   These people are elementary classroom teachers that work half-time in the school integration program. One-half of their salary is paid by the Department of Intergroup Education plus an additional $500. Their primary duties are programs of community involvement. They report to the Director of Intergroup Education. They also assist Building Leaders in their school seminars and the Human Relations Specialist.

5. Building Leaders: 42 - Contract Dates: September 26, 1969 - June 30, 1970

   Building Leaders are elementary school teachers that attend workshops related to school integration and conduct school seminars with other staff members. They are paid an additional $500 each from Title IV Funds.

6. Secretary III: Lou Bevel (Salary: $6800) (School Funds)

   Responsible for the total clerical organization of the Department of Intergroup Education assisting in the organization of both offices--filing, bookkeeping, reporting, etc., Secretary to the Director.

7. Secretary II: Jean Whalen (Salary $6648) (Title IV Funds)

   Responsible for the clerical functions of the J.C. Fremont office, and maintaining the timetable for work assignments. Secretary to the Human Relations Specialist.

8. Clerk-Typist: Lois Harris (Salary $5208) (School Funds)

Assists the Zone Consultants and the Human Relations Consultant; types and duplicates materials.

9. Community Aides: 4 (Salary $610/mo.) (Title IV Funds)

Jacqueline McKinney	Florence Hardwick
Edward Toney	Estella Turmon

These persons are classified personnel who serve as a liaison between home and school as resource persons to parents and school personnel.

PROBLEM AREAS AND RECOMMENDATIONS

1. Problem: In-Service Training of Teachers and Principals

According to the Evaluation of the Integration Program for the 1969-70 School Year completed by the teachers, question 11.0, there is a reluctance on the part of some teachers and administrators to continue school seminars and in-service programs.

Recommendations: In-service sessions be implemented for principals, structured around the problem areas identified by personnel during the past year. That principals be required to organize and implement monthly in-service sessions for the teachers in their respective schools. Release time should be provided for each session and in-service credit granted to all participants.

Following is a list of suggested topics for monthly discussion groups at each school involved in the integration program:

1. Black/White parent-teacher relationships
2. Negro dialect and its effect on the educational process
3. Understanding the culturally deprived child
4. Survey of the Las Vegas Black Community
5. Teaching the black child to read
6. Incorporating Negro History into the curriculum
7. Incorporating Indian and Mexican-American History into the curriculum
8. Survey of Black Literature and its use in enhancing the self-image of black children
9. Classroom management and behavior control

10. Problems involved in bussing students from their neighborhood

11. Basic causes of racial violence and student unrest

2. Problem: In-Service Training of Bus Drivers

A nervous, insecure driver can do much to damage the school integration efforts. The inability of some drivers to main control of students on the busses is still a major problem of transporting students for integration. The present system of issuing citations is not sufficient to maintain control. Lines of communication between the bus driver and the school principal are insufficient. Drivers are not sure of the kind of support they will receive when problems arise or the procedure to follow when students are unruly; some are afraid to take action because of fear of parents, losing a job, or interfering in some way with the integration program. Another person riding school busses temporarily undermines the authority of the driver and makes things more difficult when the second person is not present.

Recommendations: The driver must have control on the bus just as the teacher must have control in the classroom. During the orientation session for bus drivers (usually held the first week in September) the following in-service recommendations should be considered:

1. Joint meeting of bus drivers and principals of schools served

   a. Bus Citations - Purpose and Procedure

   b. Principals Responsibility for Bus Runs

      (1) Supervise the loading or unloading of busses on school campus
      (2) Check to see how long students are in transit - make the waiting time as short as possible
      (3) Follow-up bus citations
      (4) Discipline students when necessary
      (5) Principals should have the authority to prevent a student from riding the bus, temporarily, or until a conference can be held with parents.

c. Driver's Responsibility

(1) Do not sit down when students are loading or unloading a bus

(2) Move up and down the aisles and see that students are seated promptly

(3) Speak kindly but firmly--say what you mean and mean what you say

(4) Try to establish rapport with students. Get to know the names of the students on your run as soon as possible. Be friendly but maintain respect

(5) Do not start your bus until students are seated and orderly

(6) Remove immediately from the bus students that will not conform to rules

(7) If students are unruly while bus is in motion, stop the bus, stand up and let student know what is expected. Do not proceed without order

(8) When school begins, take a few minutes to talk with the students about bus regulations and solicit their cooperation. Develop a relationship with students that will cause them to work with you and not against you.

(9) If you are not sure of what to do, ask your immediate supervisor or discuss your problem with an experienced driver

(10) School integration efforts will be affected by what you do. If the ride to school is not a pleasant and enjoyable one, the school day is very likely to be unpleasant. Disturbances very often carry over into the classroom. Make your contribution by having an orderly bus run.

d. Bus drivers would also profit by a short course in Child Growth and Development, with major emphasis on the characteristics of the elementary, junior high and senior high school students.

These recommendations have been sent to the Director of Transportation.

APPENDIX A

RESEARCH AND DEVELOPMENT EVALUATION OF STAFF TRAINING PROGRAM

EVALUATION - STAFF TRAINING PROGRAM

I. INTRODUCTION

One of the primary objectives of the Staff Training Project was the development of employee attitudes and behaviors conducive to a truly integrated instructional program in terms of values and sensitivities to members of minority groups.

The first step in the evaluation of this aspect of the program was the development of an instrument that was felt to measure attitudes of employees toward minority groups. Research and Development began work on the construction of an attitude survey during the months of August and September, 1969.

II. INSTRUMENT CONSTRUCTION

The initial step in the construction of the survey was the development of a pool of items that would assess attitudes toward minority groups. This task involved: (1) examination of program objectives; (2) interviews with representatives from black and white schools; (3) examination of available instruments that assess attitudes (California F Scale, Minnesota Teacher Attitude Inventory); (4) analysis of records of community reactions in response to integration and bussing; (5) study of "Myths of Racism" written by Dr. Paul Mundy, Chairman of the Department of Sociology at Loyola University, Chicago, Illinois; (6) review of information compiled from general discussions at a League of Women Voters Workshop on Integration; and (7) review of two locally developed instruments, one dealing with prejudice in elementary schools and the other a Negro history test used to assess the outcomes of a previous Negro History Seminar.

After considerable discussion, it was decided to format the survey utilizing the Likert five-point scale. Item response was forced into one of the five categories, strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD). Each response was assigned a weight of 0, 1, 2, 3, or 4 respectively, depending on the individual items. In all cases, the items were weighted such that a low score indicated a positive acceptance of the concept and a high score as a rejection of the concept.

The original block of items was discussed and tested on different individuals. Those items that were felt to be questionable or subject to misinterpretation were discarded.

The final form of the survey, included as Appendix V, consisted of 61 items. Thirty-three of these items were felt to be good predictors of prejudice toward minority groups. The remaining items reflected attitudes on a variety of subjects.

An IBM 1230 answer sheet was used for subject responses. Information was compiled and processed by age, race, and employee classification.

The following classifications were selected for analysis:

Age	Race	Classification
1. Under 30	1. Negro	1. Certificated
2. 30-45	2. Caucasion	2. Classified
3. Over 45	3. Other	

III. DESIGN

Pre-Administration	Analysis of Pre-Survey	Post-Administration	Analysis of Group Change
October 9, 1969	Reliability	April 7, 1970	Comparison of Inservice Programs

On October 9, 1969, the survey was administered to approximately 1,260 certificated and classified employees in 41 elementary schools in Clark County. The results were analyzed by comparing group differences utilizing Chi-square and a two by three contingency table. This analysis utilized the thirty-three items that were felt to reflect prejudice toward minority groups.

Each item was assigned a value from 0 to 4. All 0 and 1 responses were summed by group for the 33 items mentioned. This frequency count was used as the first entry in the contingency table. All values of 2 were used for the center category and values of 3 and 4 were placed into the final entry.

The diagram illustrates the techniques employed.

Group 1	0 and 1 Responses	2 Responses	3 and 4 Responses
Group 2	0 and 1 Responses	2 Responses	3 and 4 Responses

A Chi-square test of significance was used to determine significant differences between groups based on age, race, and classification.

Posttest administration was accomplished on April 7, 1970. The Chi-square technique was again employed to determine if there were significant changes in attitude within each group.

The project director and five consultants were asked to identify the quality of the inservice program that existed in each of the 41 elementary schools. Each program was rated as excellent, good, fair, or poor. Total raw scores were combined for the schools that fell into each category; "t" tests of significance were employed to determine if attitude scores were, in fact, significantly less in the schools where superior inservice programs were conducted.

IV. SURVEY RELIABILITY

Since no computer program was available to assess reliability of the instrument, the following method was utilized:

A random sample of 38 individuals was selected from the initial population. The population mean was 45.36 with a standard deviation of 15.42. The sample mean was 44.05 with a standard deviation of 14.76. A "t" test was employed to determine if the sample population differed from the total population. The obtained "t" of .54 indicated that there was no significant difference between the sample and the total population.

The following Kuder-Richardson formula was used to assess instrument reliability since this technique is most suitable where there is no right or wrong response to a given item. The technique utilizes the analysis of variance approach to give a more realistic reliability coefficient.

Kuder-Richardson Formula for Reliability

$$r = \frac{K}{K-1}\left(1 - \frac{n\Sigma Q^2 - \Sigma T^2}{n\Sigma X2 - (\Sigma X)^2}\right)$$

in which

K is the number of items
n is the number of individuals
ΣQ^2 is the sum of the squares of the K times n individual question scores.
ΣT is the sum of the squares of the K questions total scores.
ΣX^2 is the sum of the squares of the n individual total scores.
ΣX is the sum of the n student total scores.

Application of the Kuder-Richardson formula to the 33 selected items resulted in a reliability coefficient of .89 for the sample population.

V. RESULTS

The following table indicates the results of the pre-administration and the levels of significance as derived by the Chi-square analysis. In each case, the vector within the rectangle indicates the group with the lower prejudice score.

TABLE I
Comparison of Certificated Groups

	Negro Under 30	White Under 30	Negro 30-45	White 30-45	Negro Over 45	White Over 45
Negro (under 30)		← .05	↑ NS	← .001	← .05	← .001
White (under 30)			↑ .001	← .01	↑ NS	← .001
Negro (30-45)				← .001	← .01	← .001
White (30-45)					← NS	← .001
Negro (over 45)						← NS
White (over 45)						

TABLE II
Comparison of Classified Groups

	Negro Under 30	White Under 30	Negro 30-45	White 30-45	Negro Over 45	White Over 45
Negro (under 30)		← NS	↑ .01	← .05	↑ NS	← .01
White (under 30)			↑ .05	↑ NS	↑ NS	← .01
Negro (30-45)				← NS	← .05	← .001
White (30-45)					↑ NS	← .001
Negro (over 45)						← NS
White (over 45)						

TABLE III
Comparison of Classified and Certificated Groups

Classified \ Certificated →	Negro Under 30	White Under 30	Negro 30-45	White 30-45	Negro Over 45	White Over 45
Negro (under 30)	↑ .001					
White (under 30)		↑ .001				
Negro (30-45)			↑ NS			
White (30-45)				↑ NS		
Negro (over 45)					↑ NS	
White (over 45)						↑ .001

No comparisons were made utilizing the race classification of "other" since the n count in most cases was too small to analyze.

The null hypothesis that "there is no significant difference in prejudice toward minority groups when comparisons are made between groups based on age, race, and employee classification" must be rejected in 22 of the 36 cases tested.

It must be remembered in interpreting the results that the survey was generated to assess attitudes toward minority groups. For this reason, it should be expected that prejudice scores of Negro groups will be lower than white scores. The preceding tables seem to support this statement when comparisons are made on the same age and educational grouping. Not all cases indicated significant differences. However, the trend favored the Negro group.

In <u>general</u>, analysis of the pre-administration results support the following premises:

1. Age is directly related to a prejudice toward minority groups, i.e., the older the group, the higher the prejudice score.

2. Education is inversely related to prejudice toward minority groups. In all cases, the certificated groups were less prejudiced than classified groups. Three of the six comparisons indicated significant differences. However, the other three cases demonstrated the same trend but were not significant.

Post-administration results were analyzed to determine if there had been significant changes in the attitudes of each group. The following tables indicate the areas of significant changes. The vertical vector in the box indicates an increased prejudice score. The horizontal vector indicates a decrease in prejudice.

TABLE IV

Pre-Post Comparison of Certificated Employees

Post \ Pre	Negro Under 30	White Under 30	Negro 30-45	White 30-45	Negro Over 45	White Over 45
Negro (under 30)	↑ NS					
White (under 30)		↑ NS				
Negro (30-45)			← NS			
White (30-45)				↑ NS		
Negro (over 45)					← .001	
White (over 45)						↑ NS

TABLE V

Pre-Post Comparison of Classified Employees

Post \ Pre	Negro Under 30	White Under 30	Negro 30-45	White 30-45	Negro Over 45	White Over 45
Negro (under 30)	← NS					
White (under 30)		← .001				
Negro (30-45)			↑ NS			
White (30-45)				↑ .05		
Negro (over 45)					↑ NS	
White (over 45)						← .001

An important factor that should be taken into consideration when interpreting the results rests in the misfortune that just prior to the administration of the post survey a racial disturbance erupted at one of the high schools. The measurement of attitude can be influenced extremely by spasmodic events of this nature. Consideration should be given to this factor as the post test results may have been distorted by this element.

Based solely on the available information, it would appear that the only groups to make significant changes in attitude toward minority groups were the certificated Negro over 45, the White classified under 30, the White classified 30-45, and the White classified over 45. In all cases except the White classified 30-45, the significant change was in a negative direction.

It seems unwise to base any specific conclusion on this data. However, it appears that the certificated employees are less subject to changes in attitude that may result from changes in their environment. The natural conclusion would seem to follow that the more educated the individual the more stable their attitudes and values.

The last comparison made was between employees at schools where excellent, good, fair, and poor inservice programs were felt to exist. The project director and the zone consultants were asked to rate each of the 41 elementary school training programs on the above basis. A comparison was made between the prejudice scores of individuals in each category.

Table VI is a summary of the results.

TABLE VI

Comparison of Schools Rated as Excellent, Good, Fair, and Poor

Rating	Number of Individuals	Mean	SD
Excellent	154	42.00	15.57
Good	427	45.89	15.76
Fair	469	47.43	16.22
Poor	66	52.32	17.02

A "t" test of significance was used to determine if there were significant differences between the schools based on the above ratings. Tabel VII is a summary of the results.

TABLE VII

	Excellent	Good	Fair	Poor
Excellent		.05	.001	.001
Good			NS	.01
Fair				.05
Poor				

The hypothesis being tested was that "those schools whose inservice program was given the highest rating by the consultants would receive significantly lower prejudice scores." Stating this hypothesis as the null hypothesis, "there is no significant difference between prejudice scores of employees based on ratings assigned the inservice program."

The null hypothesis must be rejected in all cases except when the schools rated as fair and good were compared. In all other cases, the results supported the stated hypothesis. The remaining cases seem to support the premise that the inservice training sessions were effective when properly administered.

VII. SUMMARY

The study would seem to support the following conclusions:

1. Age is an important variable when prejudice toward minority groups is considered. The younger the individuals, the less prejudiced toward minority groups.

2. Education is an important variable when prejudice toward minority groups is considered. The more educated the group, the less prejudice toward minority groups.

3. A well-structured inservice program can assist in reducing the prejudice of individuals toward minority groups.

VIII. RECOMMENDATIONS

Based on the results of the study, it would seem imperative that education of employees is essential in reducing the degree of prejudice toward minority groups. The inservice programs that were felt to be superior have demonstrated that prejudice can be reduced by providing proper training and support.

(1969-1970)

ATTITUDE SURVEY

DO NOT MAKE ANY MARKS ON THE TOP PORTION OF THE ANSWER SHEET

DIRECTIONS: A machine scorable answer sheet has been provided for use with this survey. Please use a No. 2 pencil and make sure you COMPLETELY BLACKEN the space between the lines of the answers you choose. The following sample illustrates how to complete the first four questions on personal data. BEGIN WITH NO. 1, SECTION A.

1. Age:	Under 30	Blacken space	1	A	
	30 - 45	Blacken space	1		B
	Over 45	Blacken space	1			C
2. Race:	Negro	Blacken space	2	A	
	Caucasian	Blacken space	2		B
	Other	Blacken space	2			C
3. Classification:	Certificated	Blacken space	3	A	
	Classified	Blacken space	3		B
4. Type School:	LEAVE BLANK		4	LEAVE BLANK	

Questions 5 through 65 are designed to sample opinions about a wide range of subjects. There are no right or wrong answers. What is wanted is YOUR OWN INDIVIDUAL FEELING about the statements. Read each statement and decide how YOU feel about it. If you change your mind, erase your first mark COMPLETELY. Do not make stray marks on the answer sheet. There are five possible answers to each question - Strongly Agree, Agree, Undecided or Uncertain, Disagree, and Strongly Disagree.

If you STRONGLY AGREE to a statement	SA	Blacken space	A			
If you AGREE	A	Blacken space		B		
If you are UNDECIDED or UNCERTAIN	U	Blacken space			C	
If you DISAGREE	D	Blacken space				D
If you STRONGLY DISAGREE	SD	Blacken space					E

REMINDER: Strongly Agree = A; Agree = B; Uncertain = C; Disagree - D; Strongly Disagree - E

	A	B	C	D	E
5. The main objective of public school education should be to help each child develop to the fullest extent of his academic potential.	SA	A	U	D	SD
6. Integration will lower the achievement standards of white students.	SA	A	U	D	SD
7. Children have a natural tendency to be unruly.	SA	A	U	D	SD
8. All races, creeds, and religions have differing standards of moral conduct.	SA	A	U	D	SD
9. Learning with children of other races could result in higher achievement rates for Negro children.	SA	A	U	D	SD
10. Strong, colloquial expressions, and dialect speech patterns should be erased.	SA	A	U	D	SD
11. Being in the majority in the U.S., the white middle class has imposed its moral, social, and achievement standards on the remainder of the population.	SA	A	U	D	SD
12. Integration will increase the discipline problems in the schools.	SA	A	U	D	SD
13. If children of differing racial backgrounds learn to get along in the elementary grades, they should be expected to get along better in the upper grades and throughout their adult life.	SA	A	U	D	SD
14. Each race should have pride in its historical, cultural, and social contribution to the development of the United States.	SA	A	U	D	SD
15. Housing and job discrimination are the greatest problems the Negro has in America today.	SA	A	U	D	SD
16. A child found using socially unacceptable, obscene, or foul language should be severely punished.	SA	A	U	D	SD
17. All races are so different in physical and mental make-up that they should not be expected to mix or get along together.	SA	A	U	D	SD

	A	B	C	D	E
18. Discipline standards should be set for each age group without regard to race.	SA	A	U	D	SD
19. People from the lower classes and/or impoverished ethnic groups have a culture (or subculture) and social life of their own.	SA	A	U	D	SD
20. Negroes have achieved in the field of sports because this requires more brawn than brain.	SA	A	U	D	SD
21. Integration of the schools at the elementary level will eventually result in racially mixed marriages.	SA	A	U	D	SD
22. All races have a distinctive body odor peculiar to each race.	SA	A	U	D	SD
23. Because of the way he is brought up, corporal punishment is the only type of punishment the Negro child understands.	SA	A	U	D	SD
24. Integration of the elementary schools will increase the amount of fighting, vandalism, and petty thefts in the schools.	SA	A	U	D	SD
25. The more each person learns about other cultures and languages, the less we are likely to have problems in communicating with or understanding other peoples.	SA	A	U	D	SD
26. Language is one of the greatest barriers to peoples' understanding of one another.	SA	A	U	D	SD
27. As each group is absorbed into America's great "melting pot", the group tends to lose its identity and cultural heritage.	SA	A	U	D	SD
28. The achievements of such Negro figures as Ralph Bunche, Marion Anderson, James Baldwin, Jesse Owens, Sammy Davis Jr., Willie Mays, Martin Luther King, Diahann Carroll, etc. indicate that Negroes have the capacity to compete in our society.	SA	A	U	D	SD
29. Children of foreigners should be required to learn English before they are permitted to enter school.	SA	A	U	D	SD
30. Negro children are usually more rowdy than other children.	SA	A	U	D	SD
31. Militant groups should direct their energies toward more constructive improvements in our society rather than tearing things down.	SA	A	U	D	SD
32. Since Europe was originally overrun by barbaric tribes and the majority of Americans are descendants of Europeans, it follows that most Americans are descendants of European barbarians.	SA	A	U	D	SD
33. People engaged in strenuous physical activity smell strikingly alike whatever the race happens to be.	SA	A	U	D	SD

	A	B	C	D	E
34. People who have taught students of different racial groups find with remarkable assurance that there are relatively few brilliant persons and relatively few stupid persons.	SA	A	U	D	SD
35. Scientists have proven that there is a difference in Negro and Caucasian blood.	SA	A	U	D	SD
36. Since Negroes were first brought to America in 1619, many Negroes have an American ancestry dating back many more generations than many white Americans.	SA	A	U	D	SD
37. Reports indicate that hunger or proper nutrition has a great deal to do with achievement rates of students.	SA	A	U	D	SD
38. Property values decline when Negroes move into white neighborhoods.	SA	A	U	D	SD
39. People who don't like this country as it is should leave it.	SA	A	U	D	SD
40. Many bus drivers will have more discipline problems when the elementary schools are integrated.	SA	A	U	D	SD
41. Prejudice is based primarily on fear and lack of understanding.	SA	A	U	D	SD
42. Whether you are native born or a naturalized citizen of the U. S., you have to earn the rights guaranteed by the Constitution.	SA	A	U	D	SD
43. Teaching the history of any ethnic group in this country should not be the responsibility of the schools.	SA	A	U	D	SD
44. Love thy neighbor as thyself does not apply in the modern world.	SA	A	U	D	SD
45. Student demands for reform should be ignored.	SA	A	U	D	SD
46. Each successive generation develops its own speech patterns and slang expressions, causing the "generation gap" to be in part a communication problem.	SA	A	U	D	SD
47. Poor people are poor because they lack the intelligence or ambition to be anything else.	SA	A	U	D	SD
48. There are examples of man's inhumanity to man throughout recorded history, so people shouldn't be upset about it happening today.	SA	A	U	D	SD
49. Survival of the fittest is nature's way of improving each species so we shouldn't spend so much time, effort, and money on helping the disadvantaged.	SA	A	U	D	SD

	A	B	C	D	E
50. Integration of the faculties in the school district will cause as many problems as integration of the elementary schools.	SA	A	U	D	SD
51. Compassion for the plight of one's fellow man is probably the highest form of morality.	SA	A	U	D	SD
52. It is a basic human characteristic to fear, distrust, or resent people who are different.	SA	A	U	D	SD
53. A teacher is likely to convey his or her prejudices to the class.	SA	A	U	D	SD
54. In an integrated school, the races can be separated by the simple tactic of ability grouping.	SA	A	U	D	SD
55. There is something radically wrong with a man or woman who has not married by the age of 40.	SA	A	U	D	SD
56. Generally, Negroes have low moral standards.	SA	A	U	D	SD
57. The phrase "tell it like it is", in many instances, is being used as an excuse for obscenity.	SA	A	U	D	SD
58. How a teacher expects a class to perform will determine, in great part, how the class actually does perform.	SA	A	U	D	SD
59. We can expect the rate of sexual promiscuity to increase as the elementary schools are integrated all over the country.	SA	A	U	D	SD
60. A teacher in an integrated school who is not "tuned in" to the needs of a multiracial student body will probably have problems.	SA	A	U	D	SD
61. Racial prejudice is not confined to any one race.	SA	A	U	D	SD
62. Familiarity breeds contempt.	SA	A	U	D	SD
63. Everybody has some kind of prejudice.	SA	A	U	D	SD
64. When so many different kinds of people move around and mix together so much in modern society, a person has to protect himself especially carefully against an infection or disease from them.	SA	A	U	D	SD

65. I believe I am:

Not prejudiced at all	Blacken space A
Mildly prejudiced	Blacken space B
Very prejudiced	Blacken space C

APPENDIX B

PROJECT STAFF EVALUATION OF SCHOOL SEMINARS

School Seminars

In some instances the value of the monthly in-service sessions may be questioned. A teacher questionnaire survey revealed that the needs of teachers for in-service have not been met. Comments from building leaders indicate a desire, on the part of teachers, for study sessions that would give them specific techniques to use in problem situations: the handling of unruly students; the problems with dialect and reading; the lack of student motivation; resentment of authority, and lack of understanding of racial unrest, are very real problems in the Clark County School District. Some continued effort is needed to give support to the many teachers and administrators who are searching for answers and really want to contribute to the integration efforts.

The effectiveness of the monthly in-service seminars varied greatly from school to school, depending upon the effort made by the building leaders and the school principals. Worthwhile seminars were conducted where the initiative was taken to plan programs, use audio-visual materials, and to invite resource people to stimulate discussion. In many instances, the effort to provide a worthwhile seminar was not made. However, many behavior changes are evident as schools are observed from time to time. For example:

1. Teachers are making conscientious efforts to relate to students and try to help them.
2. Literature on black experiences, written by blacks, has been widely disseminated and read through our resource center.
3. Professional Growth Services received a good response to courses offered relating to school integration.
4. Principals and teachers have attended community meetings in West Las Vegas in an effort to understand the problems of the black community and their relationship to the education of black children.

5. Several principals have asked for Negro History outlines and study guides in an effort to incorporate Negro History into the curriculum.

6. Recruiting efforts for black teachers and administrators have increased. (Thirty-one instructors have been added to the district for the 1970-71 school year).

7. Bulletin boards are beginning to show pictures of blacks as well as whites in an effort to enhance the self-image of the black child.

8. Multi-cultural materials are being requested by classroom teachers for use in their curriculum.

9. The local university is now offering several courses related to school integration and problems of minority groups.

10. As a result of the program many faculties are asking for more black students and teachers.

11. The community is much more involved and better informed about problems of school integration.

12. To the majority of black children attending integrated schools for the first time, the past year has been a profitable and enjoyable experience. This is indicated by the number of black children who wish to return to the integrated schools.

13. It is anticipated that the number of blacks in integrated schools will increase considerably for 1970-71 (possibly from 40% to 80%).

APPENDIX C

EVALUATION OF IN-SERVICE PROGRAMS BY ZONE CONSULTANTS

CLARK COUNTY SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM

CC-52A

TO: Zone Consultants

FROM: Claude H. Parson DATE. 5/25/70

SUBJECT: Evaluation of Integration In-Service Program

Please indicate your evaluation of the Integration In-Service Program of the schools in your zone for the school year 1969-70.

SCHOOL	BUILDING LEADER	EXCELLENT	GOOD	FAIR	POOR
(Clark Zone)					
Red Rock	Colleen Garland			X	
E.W. Griffith	Edythe Abington	X			
Vegas Verdes	Barbara Marsh		X		
Rex Bell	Harvey Edwards			X	
West Charleston	David Hoff		X		
Matt Kelly	Christie Green		X		
Doris Hancock	Margaret Sharp Della Goodman			X	

Mr. Theron Swainston, Zone Superintendent Stuart Reid, Zone Consultant

(Las Vegas Zone)					
Sunrise Acres	Lewis Edwards		X		
John S. Park	Marion Roeder		X		
CC Ronnow	DeLloyd Hammond		X		
Ira J. Earl	Willie Haereiti			X	
Halle Hewetson	Jan Wilhelmi		X		
North Ninth	William Bugg				X
Kit Carson	Earl Carter			X	
Mountain View	Guyman Fambrough			X	
Twin Lakes	Eldon Clarke			X	

Dr. James Embree, Zone Superintendent Sue Robinson, Zone Consultant

(Rancho Zone)

		EXCELLENT	GOOD	FAIR	POOR
Nellis	Colleen Garland		X		
J.E. Manch	Geraldine Ruffridge			X	
C.P. Squires	Mildred Willard		X		
Lois Craig	Susan Bartholomew			X	
Marion Cahlan	Norman Homer			X	
Quannah McCall	Thomas Farrell			X	
Tom Williams	Patricia Cook			X	
Highland	Mary Bowen		X		
Jo Mackey	Lucille Thompson			X	
Faye Herron	Paul Winder			X	

Dr. James Williams, Zone Superintendent Margaret Crawford, Zone Consultant

(Valley Zone)

John F. Miller	Bob Frei		X		
Lewis E. Rowe	Mary Lou Morse		X		
Robert E. Lake	Dale Jensen	X			
Ruby Thomas	Gary Fletcher		X		
Bonanza	Juanita Wynn	X			
Walter Bracken	Irene Donaldson		X		
Crestwood	Robert Hirsch		X		

Mr. Willard Beitz, Zone Superintendent Don Creekmore, Zone Consultant

(Western Zone)

		EXCELLENT	GOOD	FAIR	POOR
Bertha Ronzone	Karen Selland		X		
J.T. McWilliams	Juanita Cruise	X			
O.K. Adcock	Nancy Keever				X
Paul Culley	Dottie McDougal		X		
Ruth Fyfe	Lou Harris	X			
Vail Pittman	Maureen Osguthorpe			X	
C.V.T. Gilbert	Faith Enriquez			X	
Rose Warren	Ralph Dyett				X
Madison	Eva Simmons	X			

Dr. Henry Bozarth, Zone Superintendent Judi Mangum, Zone Consultant

CHP/lh

APPENDIX D

EVALUATION OF BUILDING LEADERS WORKSHOP

CLARK COUNTY SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM

CC-52A

TO: Mr. Claude G. Perkins, Director, Department of Intergroup Education

FROM: Margaret A. Crawford, Rancho Zone Consultant DATE: 2/4/70

SUBJECT: Analysis and Evaluation of Building Leaders Workshop

Overview:

An extensive three-day inservice staff training workshop was designed, initiated and executed by the Department of Intergroup Education to meet the expressed needs of building leaders. The building leaders decided what kinds of programs they needed to better equip themselves to provide meaningful leadership to individual faculties; to strengthen their individual professional competence and performance; and to have educational experiences and sensitivities needed to be effective.

The inservice workshop was a regular part of the building leaders' job and drew upon the skills and expertise of the Clark County School District Administration, Department of Intergroup Education staff, community resources and a visiting consultant.

The building leaders were assigned to one of three groups throughout the three-day inservice workshop with a staff member from the Department of Intergroup Education acting as group leader. In addition, each group was assigned a tour guide and a recorder.

Objectives:

To provide training in human and intergroup relations and group dynamics.

To demonstrate skills and techniques needed to be effective organizers, group leaders, and participants in school seminars and small group discussions.

To cultivate sensitivities and aid in developing healthy personal attitudes toward self, co-workers and students.

To tour the western sector of our City and employment training center as a source of insight into the environment of the minority.

To display and preview ethnic resource materials which reflect the heritage, racial and social backgrounds and attitudes of the minority for personal reading and/or for use in school seminars. Multi-ethnic curriculum media for the classroom was also included.

Workshop Content (See Attachment A)

A. Human Relations

1. "Black American: I Dare Not Dream, Why?"--Mrs. B. Bernice Moten, Human Relations Consultant
2. "Reflect On My World"--Mr. Claude G. Perkins, Director, Department of Intergroup Education.

B. Leadership Training

1. Group Dynamics - Mr. Clarence Blow
2. Techniques of Leadership Training - Clark County School District Administrative Personnel
3. Role Playing In Problem Situations

C. Tours

1. C.V.T. Gilbert Prestige School - "What's It All About?"
2. Economic Opportunity Board - "Come Along With Me To CEP"
3. West Las Vegas Community - "Operation Ghetto"

D. Media

1. Films: "A Time For Burning"
   "Eye of the Beholder"
2. Resource Materials Display

E. Evaluation

1. Summarizations
2. Form (See Attachment B)

A. Human Relations

The sub-section entitled "Black American: I Dare Not Dream, Why?" was a basic overview of the heritage, societal structure, attitudes, and needs of the minority. Building leaders were provided with some skills that would equip them to better understand and cope with social problems, etc., within the classroom and/or transfer acquired information to other faculty members.

"Reflect On My World" was an exposé on cultural expressions through music. Objectives of its utilization were to stimulate dialogue without much apprehension, to compare a novel approach of societal prejudices with what really exist in our society; to relate to the teacher many of the societal expressions that children are listening to; to classify a variety of records in terms of their meaning to different individuals; and to explore probable methods of using this type of media in different seminar presentations.

B. Leadership Training

The Group Dynamics session endeavored to give personal insight into the attitudes and commitment of participants who are working toward cultural change.

Techniques of Leadership Training explored skills needed by building leaders to organize and conduct workshops on intergroup relations, group dynamics and educational trends.

Each group of building leaders were divided into smaller sub-groups

in order to assume designated roles in relation to specific problems in a given situation. Each individual was encouraged to fully assume the roles so that they could "act" and "feel" as they might in a real situation.

C. Tours

Tours to strategic facilities located in the western section of the inner city and the community itself were conducted to give building leaders the educational experience needed to corrlate the home, neighborhood and school environments effectively and to compare its assets in a much broader prospective.

D. Media

A variety of ethnic media was provided for previewing for future seminars, for personal reading, and for its relevance to Black heritage. Appropriate teaching materials must be incorporated into the curriculum to enhance the self-repsect of minority group students and to instill in majority students an awareness of the value of a multi-cultural society.

E. Evaluation

Final evaluation of the three-day workshop was done through group summarizations and a questionnaire. (See Attachment C) Results of the questionnaire were tabulated and revealed 75.7% positive responses and 24.3% negative responses for the total workshop. In addition, building leaders wanted more time given to group dynamics (67%), less time given to tours (17.5%) and lectures (11.8%). (See Attachment D for a complete percentage analysis)

Some noteworthy comments were:

" . . . best experience have had . . . hope for more of same.

Very informative and enlightening . . . variety of media used, well planned.

. . . want more sessions like this . . . the togetherness was fantastic.

Feel better able to approach my faculty and work on problems ahead of us.

Brought about a change in my understanding and will affect my approach to groups and problems involving integration."

When asked to give "one word" evaluations of the impact this workshop has had, building leaders used such words as "good, terrific, tremendous, thought provoking, necessary, etc."

Recommendations:

1. That prospective building leaders be exposed to a similar type workshop in August.

2. That the session on group dynamics be expanded to more than one day.

3. That long-range planning begin now for such extensive workshops.

4. That additional out-of-district consultant be employed for sensitivity and group dynamic training.

5. That practical approaches related to leadership training be correlated with future inservice sessions for building leaders.

6. That the resource center be continuously expanded.

MAC/lh

cc: Dr. James Williams
Mr. Claude H. Parson
Mrs. B. Bernice Moten
Zone Consultants

Department of Intergroup Education
Clark County School District
Las Vegas, Nevada

Building Leader's Three-day Workshop
Teacher's Federal Credit Union Building--
Jo Mackey Elementary School
January 14, 15, 16, 1970

EVALUATION: TELL IT LIKE IT WAS!

The Intergroup Education Department needs your assistance in evaluating this workshop. Your evaluations will be helpful in planning future workshops.

CONTENT:

1. Please give one word evaluations of the impact this workshop has had.

2. Please indicate your evaluation of the relevance of the overall workshop to your increased understanding and sensitivity to intergroup relations problems and to your professional growth

extremely helpful___ useful___ indifferent___ irrelevant___

Did the workshop stimulate productive discussions? Yes___ No___

Undecided___

Did the workshop help you to better understand the problems related to integration? Yes___ No___

Undecided___

Did the workshop arouse your interest to make further studies of the problem? Yes___ No___

Undecided___

Did the workshop help you to better understand yourself? Yes___ No___

Undecided___

Group Dynamics Session--Mr. Clarence Blow

extremely helpful___ useful___ indifferent___ irrelevant___

Tour of C. V. T. Gilbert

extremely helpful___ useful___ indifferent___ irrelevant___

Tour of C.E.P.

extremely helpful___ useful___ indifferent___ irrelevant___

Tour of The Westside Community

extremely helpful___ useful___ indifferent___ irrelevant___

Film--"A Time For Burning"

extremely helpful___ useful___ indifferent___ irrelevant___

Film--"Eye of The Beholder"

extremely helpful___ useful___ indifferent___ irrelevant___

Resource Materials Display

extremely helpful___ useful___ indifferent___ irrelevant___

Mrs. Bernice Moten--"Black American: I Dare Not Dream, Why?"

extremely helpful___ useful___ indifferent___ irrelevant___

Mr. Claude G. Perkins--"Reflect On Our World"

extremely helpful___ useful___ indifferent___ irrelevant___

"Techniques of Leadership Training"--Clark County School District Administrative Personnel

extremely helpful___ useful___ indifferent___ irrelevant___

Mr. Don Cranmore and Mr. Stuart Reid--"Review of Integration-Clark County Style"

extremely helpful___ useful___ indifferent___ irrelevant___

Casual Conversations With Teachers In Your Group

extremely helpful___ useful___ indifferent___ irrelevant___

Would you suggest more time be given to: _____

_____

Less time given to: _____

_____

Additional comments: _____

_____

_____

**Your name and school _____

Percentages:

2. Relevance of the overall workshop to your increased understanding and sensitivity to intergroup relations problems and to your professional growth. Extremely Helpful--71%

Did the workshop stimulate productive discussion?	Yes--85%
Did the workshop help you to better understand the problems related to integration?	Yes--88%
Did the workshop arouse your interest to make further studies of the problem?	Yes--88%
Did the workshop help you to better understand yourself?	Yes--76%
Group Dynamics Session--Mr. Blow	Extremely Helpful--71%
Tour of CVT Gilbert	Useful--56% Indifferent--20.5%
Tour of CEP	Extremely Useful--50% Useful--41%
Tour of Westside Community	Extremely Helpful--12% Useful--61% Indifferent--17.5%
Film--A Time for Burning	Extremely Helpful--35% Useful--38% Indifferent--12%
Film--Eye of the Beholder (Shown to one section only)	No percentages made
Resource Materials Display	Extremely Helpful--26% Useful--55.9%
Mrs. Moten-Black American: I Dare Not Dream, Why?--1 Session	No Percentages
Mr. Perkins--Reflect on our World	Extremely Helpful--29% Useful--47%
Techniques of Leadership Training Administrative Personnel	Useful--35% Indifferent--38%
Casual Conversations with Teachers in your Group	Extremely Helpful--44% Useful--32%
More Time Given To:	Group Dynamics--67% No Response--23%

Less Time Given to:	No Responses--67.8% Tours--17.5% Lectures--11.8%
Additional Comments	No Responses--38% More Session--20.5% Beneficial--38%

Of 14 questions asked in #2, with the exception of counting those answers in "Eye of the Beholder" and Mrs. Moten's session, and not counting Mr. Creekmore's session as one held, the percentages figure out to be:

75.7% Positive Responses
24.3% Negative Responses

INTEGRATION BUILDING LEADERS IN-SERVICE TRAINING SCHEDULE FOR JANUARY 14, 15, 16, 1970

GROUP I - MR. CLAUDE H. PARSON

ESDAY, JANUARY 14, 1970 -	9:00 a.m. -	Clark County Teacher's Federal Credit Union Conference Room--Mr. Clarence Blow--"Group Dynamics" (please do not use the parking lot--use the street for parking your cars)
-	12:00 noon/1:00 p.m. -	Lunch
-	1:00 p.m. -	Resume In-Service Training Session--Mr. Clarence Blow--"Group Dynamics"
-	3:30 p.m. -	Dismissal
URSDAY, JANUARY 15, 1970 -	9:00 a.m./9:30 a.m. -	Opening Session--Room 10, Jo Mackey Elementary School
-	9:30 a.m./11:00 a.m.-	C.V.T. Gilbert--"What's It All About?"
-	11:00 a.m./1:00 p.m. -	Tours--"Come Along With Me To C.E.P."
-	1:00 p.m./2:00 p.m. -	Lunch
-	2:00 p.m./3:00 p.m. -	Film--"A Time For Burning"--Room 10, Jo Mackey Elementary School
-	3:00 p.m./3:30 p.m. -	Evaluation of In-Service Training Sessions
-	3:30 p.m. -	Dismissal
IDAY, JANUARY 16, 1970 -	9:00 a.m./9:15 a.m. -	Opening Session--Room 16, Jo Mackey Elementary School
-	9:15 a.m./11:15 a.m.-	"Black American: I Dare Not Dream, Why?"--Mrs. Bernice Moten, Human Relation Consultant
-	-	"Reflect On Our World"--Mr. Claude G. Perkins, Director, Department of Intergroup Education
-	11:15 a.m./12:00 noon-	Review and Evaluation of Multi-Ethnic Materials
-	12:00 noon/1:00 p.m. -	Lunch
-	1:00 p.m./3:00 p.m. -	"Techniques of Leadership Training"--Mr. Carl Balla
-	3:00 p.m./3:30 p.m. -	"Review of Integration--Clark County Style"--Mr. Don Creekmore, Valley Zone Consultant and Mr. Stuart Reid, Clark Zone Consultant

TE: ALL GROUPS WILL MEET AT JO MACKEY SCHOOL MULTI-PURPOSE ROOM FOR FINAL SUMMARIZATION AND EVALUATION OF THE TOTAL CONFERENCE --------FRIDAY, JANUARY 16, 1970 AT 3:00 P.M.

INTEGRATION BUILDING LEADERS IN-SERVICE TRAINING SCHEDULE FOR JANUARY 14, 15, 16, 1970

GROUP II - MR. DON CREEKMORE

WEDNESDAY, JANUARY 14, 1970 -	9:00 a.m./9:15 a.m. -	Opening Session--Room 16, Jo Mackey Elementary School
-	9:15 a.m./11:15 a.m.-	"Black American: I Dare Not Dream, Why?"--Mrs. Bernice Moten, Human Relation Consultant
		- "Reflect On Our World"--Mr. Claude G. Perkins, Director, Department of Intergroup Education
-	11:15 a.m./12:00 noon-	Review and Evaluation of Multi-Ethnic Materials
-	12:00 noon/1:00 p.m. -	Lunch
-	1:00 p.m./3:00 p.m. -	"Techniques of Leadership Training"--Mr. Carl Balla
-	3:00 p.m./3:30 p.m. -	"Review of Integration--Clark County Style"--Mr. Don Creekmore, Valley Zone Consultant and Mr. Stuart Reid, Clark Zone Consultant
-	3:30 p.m.	- Dismissal
THURSDAY, JANUARY 15, 1970 -	9:00 a.m.	- Clark County Teacher's Federal Credit Union Conference Room--Mr. Clarence Blow--"Group Dynamics" (please do not use the parking lot--use the street for parking cars)
-	12:00 noon	- Lunch
-	1:00 p.m.	- Resume In-Service Training Session--Mr. Clarence Blow--"Group Dynamics"
-	3:30 p.m.	- Dismissal
FRIDAY, JANUARY 16, 1970 -	9:00 a.m./9:30 a.m. -	Opening Session--Room 10, Jo Mackey Elementary School
-	9:30 a.m./11:00 a.m.-	C. V. T. Gilbert--"What's It All About?"
-	11:00 a.m./1:00 p.m. -	Tours--"Come Along With Me To C.E.P."
-	1:00 p.m./2:00 p.m. -	Lunch
-	2:00 p.m./3:00 p.m. -	Film--"A Time For Burning"--Room 10, Jo Mackey Elementary School
-	3:00 p.m./3:30 p.m. -	Evaluation of In-Service Training Sessions
-	3:30 p.m.	- Dismissal

NOTE: ALL GROUPS WILL MEET AT JO MACKEY SCHOOL MULTI-PURPOSE ROOM FOR FINAL SUMMARIZATION AND EVALUATION OF THE TOTAL CONFERENCE --------FRIDAY, JANUARY 16, 1970 AT 3:00 P.M.

INTEGRATION BUILDING LEADERS IN-SERVICE TRAINING SCHEDULE FOR JANUARY 14, 15, 16, 1970

GROUP III - MR. STUART REID

WEDNESDAY, JANUARY 14, 1970 -	9:00 a.m./9:30 a.m. -	Opening Session--Room 10, Jo Mackey Elementary School
-	9:30 a.m./11:00 a.m. -	C.V.T. Gilbert--"What's It All About?"
-	11:00 a.m./1:00 p.m. -	Tours--"Come Along With Me To C.E.P."
-	1:00 p.m./2:00 p.m. -	Lunch
-	2:00 p.m./3:00 p.m. -	Film--"A Time For Burning"--Room 10, Jo Mackey Elementary School
-	3:00 p.m./3:30 p.m. -	Evaluation of In-Service Training Sessions
-	3:30 p.m. -	Dismissal
THURSDAY, JANUARY 15, 1970 -	9:00 a.m./9:15 a.m. -	Opening Session--Room 16, Jo Mackey Elementary School
-	9:15 a.m./11:15 a.m. -	"Black American: I Dare Not Dream, Why?"--Mrs. Bernice Moten, Human Relation Consultant
	-	"Reflect On Our World"--Mr. Claude G. Perkins, Director, Department of Intergroup Education
-	11:15 a.m./12:00 noon -	Review and Evaluation of Multi-Ethnic Materials
-	12:00 noon/1:00 p.m. -	Lunch
-	1:00 p.m./3:00 p.m. -	"Techniques of Leadership Training"--Mr. Carl Balla
-	3:00 p.m./3:30 p.m. -	"Review of Integration--Clark County Style"--Mr. Don Creekmore, Valley Zone Consultant and Mr. Stuart Reid, Clark Zone Consultant
-	3:30 p.m. -	Dismissal
FRIDAY, JANUARY 16, 1970 -	9:00 a.m. -	Clark County Teacher's Federal Credit Union Conference Room--Mr. Clarence Blow--"Croup Dynamics" (please do not use the parking lot--use the street for parking your cars)
-	12:00 noon/1:00 p.m. -	Lunch
-	1:00 p.m. -	Resume In-Service Training Session--Mr. Clarence Blow--"Group Dynamics"
-	3:30 p.m. -	Dismissal

NOTE: ALL GROUPS WILL MEET AT JO MACKEY SCHOOL MULTI-PURPOSE ROOM FOR FINAL SUMMARIZATION AND EVALUATION OF THE TOTAL CONFERENCE --------FRIDAY, JANUARY 16, 1970 AT 3:00 P.M.

APPENDIX E

TEACHER EVALUATION OF THE INTEGRATION PROGRAM

Department of Intergroup Education
Clark County School District
Las Vegas, Nevada

EVALUATION OF THE INTEGRATION PROGRAM FOR THE SCHOOL YEAR 1969-70:

The Intergroup Education Department needs your assistance in evaluating this program. Your evaluation will be helpful in planning next year's program.

CONTENT:

1.0 Please indicate your evaluation of the relevance of the overall program to your increased understanding and sensitivity to intergroup relation problems and to your professional growth.

extremely helpful 87 useful 461 indifferent 194 irrelevant 141

1.1 Did the program help you to better understand the problems related to integration?

Yes 485 No 314

Undecided 119

1.2 Did the program arouse your interest enough to have you want media materials relevant to the minority groups added to your school curriculum?

Yes 545 No 291

Undecided 105

1.3 Did the program help you to better understand the speech dialect of the black child and the problems he/she has in understanding Standard English?

Yes 412 No 428

Undecided 116

2.0 Which of the following school seminars aroused your interest most to further study the problems related to school integration.

2.1 "Understanding The Problems In The Black Community"

High Interest 428

Low Interest 311

No Interest 126

2.2 "Teaching Standard English to Speakers of Negro Dialect"

High Interest 355

Low Interest 342

No Interest 150

2.3 "Techniques of Classroom Management"

High Interest 314
Low Interest 300
No Interest 146

2.4 "How to Incorporate Negro History Into Your Curriculum"

High Interest 394
Low Interest 265
No Interest 164

2.5 "Understanding The Background of The Minority Student"

High Interest 442
Low Interest 239
No Interest 119

2.6 "Behavorial Engineering--Its Application In A School Setting"

High Interest 282
Low Interest 303
No Interest 150

2.7 "Human Relations In The Classroom"

High Interest 451
Low Interest 212
No Interest 126

3.0 Please list the title of the films and filmstrips which you felt was relevant to our program and would assist in aiding others to better understand the integration program.

3.1 See Attached Sheet

3.2 _____

3.3 _____

3.4 _____

3.5 _____

3.6 _____

3.7 _____

3.8 _____

4.0 Have you had the opportunity to use materials from the Intergroup Education Resource Center? Yes 321 No 610

5.0 Do you feel the Department of Intergroup Education should maintain a resource library so that teachers might check out materials to be used in classrooms and for in-service training? Yes 794 No 149

6.0 Did the school seminars help you to better understand the attitudes of other teachers toward integration? Yes 697 No 258

7.0 Do you feel the need of school seminars for the next school year relevant to integration? Yes 337 No 551

8.0 Explain briefly why or why not the school seminars were beneficial to our program.

See Attached Sheet

9.0 Did the seminars help you to better understand and help the children of all races in the classroom? Yes 433 No 491

10.0 Did the seminars help you to better understand the parents of the minority children? Yes 358 No 557

11.0 Do you want in-service courses for integration for the ensuing school year? Yes 324 No 571

11.1 If so, please list your suggestions of courses you feel should be offered by the Professional Growth Department or the University.

11.11 See Attached Sheet

11.12 _____

11.13 _____

11.14 _____

11.15 _____

12.0	Have the Community Aides helped to alleviate some of the home/school problems? (omit if not applicable)	Yes 184	No 252
13.0	Would you like to have a Community Aide assigned to your school next year?	Yes 456	No 286
14.0	Do you feel that Negro History should be incorporated into U. S. History and taught in all schools in the Clark County School District?	Yes 711	No 172
15.0	Which of the following areas do you consider problem areas at your school relative to school integration?		
	15.1 Discipline problems on the busses	Yes 317	No 382
	15.2 Conduct of students in the classroom	Yes 341	No 417
	15.3 Conduct of students on the school campus	Yes 421	No 342
	15.4 Cooperation from parents	Yes 331	No 412
	15.5 Academic achievement of minority students	Yes 397	No 358
	15.6 Attitude of the minority student	Yes 412	No 364
	15.7 Attitude of teachers toward school integration	Yes 305	No 433
	15.8 Language habits and reading ability of the minority student	Yes 439	No 306
16.0	Would you like to have more black students in your school next year?	Yes 385	No 403
17.0	Would you like to have a black teacher added to your staff next year?	Yes 542	No 192

18.0 COMMENTS:

See Attached Sheet

Schools with Response to to Question #8: "Explain briefly why or why not the school seminars were beneficial to our program."

Adcock:
Awareness recognition of problem
Awareness of problems confronted by the community
It made me aware of the feelings of the Black Community
They didn't seem to get to the heart of the problem
They were not directly applicable to our school since we have only one black student
Integration problems were brought closer to home since we have no black students in our classrooms
They gave a wider understanding of the minority groups, of their thinking, and situation in Las Vegas and let people air opinions and test prejudice
Waste of time--irrelevant
Best way for contact and expression of problems--just listening
As teachers we are trained to teach subject matter in the fairest, humaine and impersonal manner to all races. The forcing of inservice programs on how to behave with other races is an insult to the teaching profession

No Name:
Definitely a waste--more prejudiced now
No value, no answers, not beneficial to some teachers--restated problems which we are all aware of
Hash and rehash
Our teachers need them--many haven't been around and exposed enough
Great insight into Negro
No--even more antagonized
No solutions
They helped everyone to question their feelings and gave everyone the chance to question their own feelings and see aspects of integration
Seminars focused on problems and facts
Polarized opinions--broke teachers into groups

F. Herron:
If black students reside in our area, they indeed should attend our school but to bus them into our area (elementary level) I feel isn't doing the job of meeting the objectives.
Just listening to a speaker doesn't help. Need to actually work with a group of black and white to understand problems involved.
A child is a human being regardless of color; all children should be given same opportunities for an education if they so desire one
Irrelevant--didn't give specific help--all theoretical & not practical
Reading material only should be available
There was not information about all minority groups. There are more minority groups besides the Negro
We would better use our time, money and energy on the problems more pertinent to our majority caucasian group.
The program was given in too much of a defensive attitude
Seminars were superficial and a waste of time
Let's be sure the black students who are integrated into white schools want to be there. Let's also be sure that white teachers are really ready to accept black students as equals to white students in their classes
Were not relevant to problems we have
Not applicable to the area we serve in our school
Open housing and neighborhood schools is really the answer. Open zoning--parent furnishes transportation--first come first serve basis.
I think we are stirring up more problems than we are solving

F.Herron: Cont'd.

Teachers need to maintain a constant flow of educational reinforcement in the modern trends of education. Seminars concerning integration is one of the best ways of keeping the teachers of CCSD abreast.

People sympathetic to Negro problems were attentive and already respected the situation--however, those of opposite opinions were further aggravated
Ideas: Mass Meeting--Inservice Day; Mass Meetings--By Zones: Bring in Ourside Resource people from out-of-state for these--Martin L. King Holiday--no school.

McWilliams:

This seminar did not give the information that could have been given
This inservice came at the wrong time. It came when the schools were having racial problems
Most of those who truly teach all children as individuals do so regardless of color
People's basic attitudes have not changed
Waste of Time

Crestwood:

It was biased (twice
Very little information was ever given out (twice
it helped to prove that we are all biased

L.E. Rowe:

Too few Negro students to make seminars useful
Generall favorable, but not enthusiastic
Reaction was mild--if we had to have the seminars they were o.k.; no sense of urgency

R.E. Lake:

Too general--deal with specific Lake school problems
Beneficial as teachers shared problems and solutions
All know problem exists--no answers
Helped understand black child and dialect and use of standard English
Time spent in classrooms with extra materials more beneficial
In design, they were relevant to the project
NO--the program design will never succeed--doesn't meet the teacher day in and day out in the classroom

Sunrise:

Attitude of some teachers hindered program

Mt.View:

Seminars tended to create prejudice where prejudice did not formerly exist

C.P.Squires:

Small group discussions and exchange of ideas and possible solutions to similar problems
Parent (black & white) participation in discussions with staff
Better group understanding
Filmstrips and films beneficial
Released time inconvenienced parents
Speaker antagonist

Nellis:

Not practical, too theoretical
Felt it caused us to examine feelings more deeply
Some highly informative--mostly boring
Not applicable, waste of time
Waste of time--very foolish
Irrelavent, worthless

Halle
Hewetson: Did not have enough black students in my classroom

V.Verdes:
- Some teachers felt we revealed ourselves
- The programs were not presented in a knowledgable way
- The Community Aide assigned to our school was one of the best ideas of the Intergroup Education Department
- Program broadened background of the characteristics of the Negro race

T.Williams:
- Direct involvement lacking
- Panels should include white and black
- Don't push
- Tell problems, no answers
- Too many seminars
- Whites change ideas--blacks should change also

Responses to question #11.1--"Suggested list of courses you feel should be offered by Professional Growth or the University."

Lake:	Dialogue with Black Teachers and Parents Dialect of Las Vegas Negro History of Las Vegas Negro Interchange of Pupils Between Schools
Twin Lakes:	Dialects and How to Cope With Them in English Classes
Highland:	Black History Negro Dialect
Mackey:	English Dialect
No Name:	Negro History Teaching Reading in a Dialect
Griffith:	Incorporating Black Literature & History into Curriculum Dialect
CP Squires:	Negro History Dialect Course dealing with available Materials for all levels of Instruction
Adcock:	How to Discipline a Child Without Corporal Punishment Industrial Training in the Elementary School
V.Verdes:	Negro History Implimented into the Curriculum Starting background of minorities even in the very, very early grades
T.Williams:	Negro History Speech problems and Dialect Behavior Changes Understanding the Community Specific problems of Classroom stiuation Black Literature

3.1

Tick Tick Tick 1
Growing Up Black 2
Booker T. Washington 1
Skipper Learns a Lesson 3
Children of D.F. 1
Films Showing Culture Background of The World 1
Evans Corner-8
Bill Coxby, Black History, Lost Stolen or Strayed
Windows & Mirrors
Dr. Lang's Shut-In
Black & White Rabbits
Black & White Statue
African Art
Does Color Really Make A Difference?
The Negro Helped Make America Great
Forgive and Forget
Life of Martin Luther King
Learning from Disappointments
Picture in Your Mind
We Are Alike & We Are Different
Folk Songs in American History
The Me No One Knows
Ghettos of America
Music & Art
Uptight 1
Pablo
American Negroes
Frederick Douglass
Time for Burning 1
Background Minority Child
Behavior Modification
Autobiographical Filmstrips of famour Negroes
What Is Prejudice?
Black History Series
Why Study Black History
Problems of the Black Man Today
Understanding the Black Child & Environment
Black Culture
Black America
People are Alike and Different

SCHOOLS WITH NO COMMENTS

Madison
John F. Miller
John S. Park
Jo Mackey
Ruth Fyfe
School Name Not Listed
C.C. Ronnow
Highland
Twin Lakes
L.E. Rowe
Crestwood
Ruby Thomas
Doris Hancock
CVT Gilbert
Halle Hewetson
Marion Cahlan
O.K. Adcock
Mt. View
Red Rock

SCHOOLS WITH RESPONSE TO # 18--Comments:

Nellis: Schools alone cannot solve the integration problem

Q. McCall: Cooperation from Principal excellent

C.P. Squires: Students need to be more cooperative, abide by school rules and be willing to learn before integration will be successful
All schools should be integrated--not just a few
The bus problems hinder a successful integration program
Speakers should be screened

E.W. Griffith: Not enough planning or poor planning
Speakers assumed prejudice on the part of teachers who attended and felt this to be unfair
Made me more aware of problems in Clark County
We could use the time to better advantage
Seminars are beneficial to teachers who will be teaching in integrated schools
We should teach History of American Indian if we teach Negro History

Sunrise: 850 whites, 26 blacks--white-washed program
Principals at schools have power, not building leaders, they need inservice
Not enough black students to really tell if integration program was successful

McWilliams: More interested in education. Integration will come in time when the groups see that rioting and mob rule and destruction of property is not the answer. Forced integration--NO!
Integration programs seemed to polarize opinions. With the few whom I associated, it seemed to increase prejudice or perhaps brought it to the surface.

No School Name: Color of student and teacher not important--individual behavior and training is
Could published resume of this survey results be made available to each teacher?

Each school's response to Question #1:
"Indicate your evaluation of the relevance of the overall program to your increased understanding and sensitivity to intergroup relation problems and to your professional growth."

School	Extremely Helpful	Useful	Indifferent	Irrelevant
Ronzone	-0-	10	19	3
Bonanza	-0-	10	14	3
*CC Ronnow	3	14	8	1
CP Squires	1	22	1	-0-
*Crestwood	1	9	3	3
CVT Gilbert	4	11	8	7
Doris Hancock	-0-	7	2	6
EW Griffith	-0-	11	2	-0-
Fay Herron	-0-	8	11	4
Halle Hewetson	7	13	2	5
Highland	-0-	23	1	2
Ira J. Earl	-0-	18	2	4
JE Manch	-0-	7	5	1
*John F. Miller	2	16	7	1
John S. Park	3	13	1	2
Jo Mackey	3	9	4	3
JT McWilliams	5	10	3	1
Kit Carson	-0-	8	6	3
Lewis E. Rowe	1	15	3	3
Lois Craig	2	5	6	9
Madison	1	10	9	2
Marion E. Cahlan	1	8	9	11
Matt Kelly	8	7	1	4
Mt. View	1	3	8	12
Nellis	1	19	2	5
North Ninth	-0-	12	4	4
OK Adcock	1	15	3	3
*Paul Culley	5	11	2	2
Quannah McCall	-0-	6	4	8
Red Rock	1	13	3	-0-
Rex Bell	3	13	2	1
*Robert E. Lake	2	11	2	2
Rose Warren	-0-	14	4	1
*Ruby Thomas	7	11	1	-0-
*Ruth Fyfe	1	11	7	5
Sunrise	4	21	7	-0-
Tom Williams	-0-	12	11	9
Twin Lakes	-0-	9	5	2
*Vail Pittman	1	6	8	2
*Vegas Verdes	2	11	8	3
Walter Bracken	-0-	8	3	6
*West Charleston	2	20	4	8

*Proposed Skills Centers Schools for 1970/71

Evaluation Tally of Integration Program 1969/70

Responses of Teachers

SCHOOL	16. Would you like more Black students in your school next year?		17. Would you like to have a Black teacher on your staff next year?		Caucasian Students	Black Students	Black Teachers
	Yes	No	Yes	No			
Bertha Ronzone	11	5	12	2	774	16	1
Bonanza	11	5	12	2	494	109	2
*C.C. Ronnow	18	4	18	5	809	21	1
C.P. Squires	5	18 (5 no Ans)	11	(4 No Ans)11	679	68	1
*Crestwood	5	14	9	8	564	26	0
C.V.T. Gilbert	5	23	23	5	319	756	10
Doris Hancock	9	3	5	7	729	9	0
E.W. Griffith	10	7	11	4	624	4	2
Fay Herron	7	16(Some-no difference)	11-11		894	4	1
Halle Hewetson	17	6	19	1	808	28	0
Highland	4	21	14	12	4	770	10
Ira J. Earl	12	6	13	3	833	23	1
J.E. Manch	5	6	6	3	427	18	2
*John F. Miller	14	16	15	12	553	129	1
n S. Park	9	4	9	3	606	52	2
Jo Mackey	4	18	8	14	1	556	7
J.T. McWilliams	12	6	15	3	702	22	1
Kit Carson	6	4	6	2	0	365	8
L. E. Rowe	12	10	12	4	771	7	1
Lois Craig	8	12	17	3	660	190	3
Madison	8	9	6	5	4	665	14
Marion E. Cahlan	5	18	19	0	532	177	2
Matt Kelly	9	4	10	1	1	649	8
Mountain View	4	14	6	11	953	7	0
Nellis	8	11	12	5	839	82	2
North Ninth	10	3	11	3	415	3	0
O.K. Adcock	14	6	17	4	804	1	0
*Paul Culley	13	3	12	2	579	1	2
Quannah McCall	1	19	5	12	285	154	4
Red Rock	11	3	15	2	851	6	0
Rex Bell	13	4	16	1	747	27	1
*Robert E. Lake	6	9	10	2	589	57	2
Rose Warren	3	14	8	7	908	0	0
*Ruby Thomas	5	14	15	4	685	85	0
*Ruth Fyfe	18	4	19	3	747	53	1
Sunrise Acres	16	12	23	4	642	24	1
Tom Williams	12	5	17	1	869	50	1
Twin Lakes	7	6	11	2	603	53	1
*Vail Pittman	15	1	15	1	583	12	1
*Vegas Verdes	9	8	15	3	718	78	0
alter Bracken	8	6	13	2	590	44	0
*West Charleston	12	10	21	4	898	32	0

*Skill Center Schools for 1970/71

APPENDIX F

BUILDING LEADER ASSESSMENT OF THE INTEGRATION PROGRAMS

BUILDING LEADERS
FINAL MEETING

Summary

May 13, 1970

Absent

Willie Haereiti, Ira J. Earl; William Bugg, North Ninth; Earl Carter, Kit Carson (called in to report he would be absent); Christie Green, Matt Kelly (called in reported ill); Lou Harris, Ruth Fyfe (excused); Maureen Osguthorpe, Vail Pittman; Patricia Cook, Tom Williams; Lucille Thompson, Jo Mackey (sick leave).

Comments

The meeting convened at four o'clock in the afternoon. Light refreshments were served to those in attendance.

Several schools reported they had not received the evaluation forms. However, the check list for mailing indicated they had been sent a packet.

Seminars

1. Black High School students and other professional and non-professional blacks are good resource people for small groups.
2. Seminars that antagonize or attack individuals personally have a very negative effect.
3. Topics covered in most seminars are not applicable--let the school choose the topic.
4. Schedule seminars for special reasons not just monthly and have all teachers of all levels attend.
5. Hold seminars for those teachers who are concerned.
6. Need more administrative assistance--need their attitude changed in many instances.
7. Develop seminars to reflect suggestions for grade levels and future implementation.
8. Mandatory attendance of faculty to the seminars.
9. Have a trained team to help set up the seminars. Use qualified administrators for this purpose.
10. The need of more demonstrations such as several of the Out-Of-District Consultants provided this year.
11. Develop seminars with specific objectives--if there are none, discontinue the program.

12. Have consultants or teams of authority to present packages of information to the school faculties--package should contain information relevant to special problems--follow with small group sessions.

Professional Growth and University Courses

1. Dialect
2. Negro History
3. Community Relation
4. How to Incorporate Negro History Into the Curriculum
5. Disadvantaged Children
6. Sociology; Stereotypes
7. Group Dynamics
8. How to Manage Groups -- Especially pressure groups (black/white)
9. Problems in our Community
10. Behavioral Modification
11. Reading Problems--Methodology
12. Learning Principles
13. Black Literature and Art

    a. Use school time for Professional Growth and offer credit--teachers are not interested unless money or credit is involved.

    b. Let the teachers list their preference of courses to be offered.

Discussion and Overall Evaluation

1. Lack of awareness, indifference, and defensiveness was very visible in most all of the involved faculties.
2. Not enough black students in the schools--to sparsely distributed.
3. Need In-Service for principals--we have not been receiving the support from them that is required to have a good program.
4. Principals must identify problems and modify teachers behavior.

5. Intense six-week training of Building Leaders before undertaking the task--program started too late this year to make any headways.

6. Better coordination of the Intergroup Education Activities.

7. Need Multi-Ethnic materials with a realistic nature and rotate materials among schools so that more teachers will be aware of the things that are available. Send packets to school for a certain period of time.

8. Have the Media Section at the Education Center have materials available to the teachers--use the resource materials on hand and incorporate them into the School District Media Section.

9. Have qualified people available to help teachers develop units and gather materials--have professional people conduct seminars such as those used this year in the in-service programs.

10. Let the principals or consultants assume the part of the leader instead of the teacher.

11. Have consultants observe classrooms and teachers at work and follow through.

12. Positive publicity--INTEGRATION DOES WORK!

13. Rotate seminars and invite professional people--expose them to the cause, etc. Use Multi-Ethnic materials at these seminars. (displays and resource materials)

14. Include the Junior and Senior High Schools--more problems there than in the Elementary Schools.

15. Try to keep out those people who antoganize--especially those we have dealt with this year.

16. Drop Educational Television--has not helped in any way--doubtful method of communication.

17. Get through to the Social Workers and Psychologists--their attitude toward minority groups.

18. Use more time to prepare programs for seminars--there is much room for improvement.

19. Have seminars to include teachers and people of the community who are interested in local integration problems.

20. Do not change the children from school to school. Keep them together where they are now and as they progress in grade level.

21. Lay resource people were not effective.

22. Building Leaders were not advised of the first Attitude Survey results as they had been promised.

23. The need to reach parents--too much conflict among adults.

24. Most faculty members will not accept the Building Leader and his role.

25. Judy Mangum and Margaret Crawford presented effective seminars by relating things they had done in their classrooms.

26. Resource films and filmstrips available are very good especially Black and White Uptight.

27. Majority of those present feel the need of some seminars should be included in the program next year.

28. There is a great need to close the gap of cultural objectives.

29. Something needs to be done about the dialogue between parents and teachers--black/white.

SOME COMMENTS ON SCHOOL INTEGRATION SEMINARS AS TAKEN FROM BUILDING LEADERS' REPORTS

J. T. McWilliams:	Good news! My Human Relations Center materials have started to move.
West Charleston:	Class instruction for white teachers of black kids in understanding dialect is urgently needed.
CVT Gilbert:	Some students are dropping out because of disturbances on the Westside. Also, some of the black students are too rough.
	Lack of recognition of prejudicial feelings or lack of admission.
	Most teachers are interested and many are eager to learn more--good participation.
	A few teachers still seem to see no need for in-service sessions or any information on black experiences.
Doris Hancock:	Because of the very small number of Negro students, the Negro children are quite often and one and only in a classroom. They are sometimes rather isolated and don't find a close friend, depending of course on their personality--partially.
Quannah McCall:	Each seminar gets better than the previous one. Much dialogue and exchange of views, attitudes and ideas.
	Quannah McCall has 275 whites, 145 blacks, 32 Mexican-Americans and 41 Indians.
	Staff reaction positive, but concerned with the ideas that minority means black and excludes other groups.
Tom Williams:	I believe that by combining faculties you will have more interaction.
O.K. Adcock:	Only a few faculty members have visited on the Westside. I would like to meet there for one of our meetings.
Madison:	Pressure should be put on textbook companies to rewrite U.W. History and incorporate Negro History.
John S. Park:	Our staff is becoming more eager to participate. They talk about problems more freely.
	We really need more black students to feel fully integrated.
	We are preparing to set up a program for next fall which will better serve all our ability groups.

Rose Warren: People really know very little about the Negro. They just believe the stories they have heard.

Ruby Thomas: Problem getting children to accept responsibility and work independently.

Kermit Booker: The staff feels that we need more seminars of this nature. This is the first time most of them were able to discuss the problem freely.

Twin Lakes: This whole thing has been blown out of proportion! Let well enough alone.

Vegas Verdes: Teachers request personal experiences with the Negro situation. They don't feel that the present lack of current contact with all problems in the Negro community gives them adequate guidance in dealing with integration problems in the school.

C. P. Squires: There is a need for more bus supervision. Sometimes problems on the bus carry over into the classroom.

Madison: Teachers seem sincerely interested in techniques which will make their job easier.

Kit Carson: Some black students are very shy--won't talk above a whisper.
Solution: Make the child feel that he is genuinely a part of the class.

A need for resource people from industry to talk to pupils and encourage them to aspire to careers in industry.

APPENDIX G

DEPARTMENT OF INTERGROUP EDUCATION NEWSLETTER

OFFICE OF INTERGROUP EDUCATION NEWS LETTER

CLARK COUNTY SCHOOL DISTRICT

INTRODUCTION

The Office of Intergroup Education will publish this newsletter monthly during the school year to communicate to the community the progress of the various elements of the integration program. In this first newsletter you will find information about the Clark Zone Student Exchange Program, the Rancho Zone Program of Social Enrichment (POSE), and the Office of Intergroup Education. If you have a news item, or if you would like to be put on the mailing list, please contact Stuart Reid at West Charleston Elementary School.

OFFICE OF INTERGROUP EDUCATION

This office, at the Cabinet level, is staffed by a Director, Human Relations Specialist, Human Relations Consultant, and five Zone Consultants. This staff is responsible for promoting and facilitating integration in the Clark County School District; providing community liaison for all minority groups in the county; implementing an In-Service Education Program for the staff; and the development of community education programs emphasizing the positive aspects of integration.

The Office of Intergroup Education is concerned with arranging meetings of bi-racial groups to improve communications between the races. The staff also presents informational programs to interested groups in the community. If you or your group would be interested in either of the above activities, please contact the Office of Intergroup Education at J.C. Fremont Junior High by phoning 735-2778.

EXCHANGE PROGRAM

One grade level from each of the six elementary schools in the Clark Zone is matched with a corresponding grade level from Matt Kelly School. The teachers involved form an inter-school team to plan and administer exchange activities for their students. The Exchange Program attempts to promote better understanding between black and white students and their teacher; reduce tension in junior and senior high schools when black and white students are placed together without previous association and understanding; and to enrich the educational experiences of both black and white students by sharing cultural and educational resources.

The students have participated in activities at both schools, taken trips together, and exchanged letters between exchange activities. All parents and citizens of the community are invited to observe any of the Exchange Program activities. If you are interested, contact: Stuart Reid, West Charleston School (878-0039).

PROGRAM OF SOCIAL ENRICHMENT (POSE)

The POSE Program is derived from ideas and functions found in the Educational Park. Students from Nellis, J.E. Manch, Highland, and Jo Mackey Schools share teachers, facilities and learning materials in a core of activities. These four schools have unique resources which they use in concert, and they run several joint classes and projects together.

Each grade level is working on a special activity unit for the year.

POSE ACTIVITY CHART 1970

GRADE LEVEL	ACTIVITY
First Grade	Unit: Living and Learning Through Social Experiences
Second Grade	Unit: Transportation
Third Grade	Unit: Health and First Aid
Fourth Grade	Unit: Nevada History
Fifth Grade	Unit: Government
Sixth Grade	Science: (U.S. Atomic Energy Commission) (U.S. Public Health Service) (E.G. & G.)

Mr. James Shipp, Administrative Aide for POSE, has invited all interested people to visit the program. He can be contacted at Jo Mackey Elementary School by calling 642-3287.

NAMES AND NUMBERS OF PEOPLE THAT CAN ANSWER YOUR QUESTIONS CONCERNING THE VARIOUS ELEMENTS OF THE INTEGRATION PROGRAM

Claude Perkins, Director of the Office of Intergroup Education	736-5317
Claude Parson, Human Relations Specialist	735-2778
Mrs. B. Bernice Moten, Human Relations Consultant	735-2778
ZONE CONSULTANTS	735-2778
Newsletter - Stuart Reid	878-0039
Clark Zone Student Exchange Program - Stuart Reid	878-0039
Rancho Zone POSE Program - James Shipp	642-4387
Kit Carson Special Reading Project - Mrs. Helen Anderson	649-2959
C.V.T. Gilbert Prestige School - Dr. Edna Hinman	648-5755
Matt Kelly Community School - Gerald Connor or Kermit Booker, Jr.	648-5151

CLARK COUNTY SCHOOL DISTRICT
2832 East Flamingo Road
LAS VEGAS, NEVADA 89109

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NEWS RELEASE

For

INTEGRATION NEWSLETTER

The Staff Training Program has made a concrete effort to sensitize administrators, teachers, and classified personnel to the needs and special problems of minority children.

The answer to combating racial myths and changing prejudicial attitudes is to bring people of diverse backgrounds together--give them a chance to associate and find out for themselves the realities of those mythical notions they might possess. Another way is to provide people with valid information through printed materials and personal contacts.

Our program is doing this in many different ways.

Building Leaders, one from each of the forty-two elementary schools participating in the integration program, have just completed thirty-eight (38) hours of specialized training. These training sessions have included workshops, tours, sensitivity sessions, lectures, films, demonstrations, and several meetings with community leaders from West Las Vegas.

Some of the subject areas covered: "Understanding the Background of Minority Students"; "Afro-American Social and Cultural History"; "Black Dialect and Standard English"; "Behavioral Engineering" and "Human Relations in the Classroom".

These training sessions were designed to help sensitize teachers to the special needs and problems of black children.

After each workshop the building leaders, along with their school principal, conducted school seminars covering the same subjects.

Zone Superintendents, with the assistance of Claude H. Parson, Human Relations Specialist, have also conducted several workshops for school principals on various subjects related to school integration. Some of these were: "Organizing for Community Involvement in Integration"; "Transportation Problems"; "Reading Problems of Black Children" and "Understanding the Background of Minority Students".

The Human Relations Specialist, Claude H. Parson, has conducted three workshops with bus drivers in the Bus Driver's Lounge at the garage, with the aid of Sammy Armstrong, bus driver. The bus drivers workshops were designed to improve relationships between the drivers and students through understanding of home invironment and social background.

Both In-District and Out-of-District personnel have been utilized in conducting the training sessions. The personnel of the Concentrated Employment (CEP) have been extremely cooperative. They have made many appearances at school seminars to discuss community problems with teachers.

In order to provide special training for other interested teachers seven (7) in-service courses related to integration was provided through Professional Growth Services and are now in progress.

The Department of Intergroup Education is in the process of establishing a resource library of multi-ethnic materials for use in the schools. Books, filmstrips, tapes and other materials pertinent to the Staff Training Program. These resource items may be checked out at the Human Relations Office, John C. Fremont Junior High School, Room 103, 1100 East St. Louis Avenue.

APPENDIX H

COMMUNITY AIDE ORIENTATION PROGRAM AND APRIL REPORTS

A G E N D A

COMMUNITY AIDES
Orientation Program
Monday, March 16, 1970

8:00 a.m./9:00 a.m.	-	Meet with Mr. Claude G. Perkins, Director, Department of Intergroup Education, at the Human Relations Office, J. C. Fremont Junior High School 1. Introduction of Staff Members 2. View slide film of Department of Intergroup Education 3. Duties and responsibilities of Community Aides
9:00 a.m./10:00 a.m.	-	Mrs. Verna Ware, Family Aide Supervisor 1. The Family Aide Program 2. Problems encountered in making home visitations 3. Referral agencies
10:00 a.m./10:20 a.m.	-	Coffee Break
10:20 a.m./12:00 Noon	-	Reading Period--review materials in the Human Relations Resource Library
12:00 Noon/1:00 p.m.	-	Lunch
1:00 P.M./1:30 P.M.	-	Mr. James O. Lewis, Human Relations Executive, California Teachers Association--Consultant- "School and Community Relationships"
1:30 p.m./3:30 p.m.	-	Meet with Zone Consultants 1. Visit two (2) of the assigned schools with the Zone Consultant--appointments have been made in advance. 2. Discuss assignment with principals--utilizing the Community Aide in the school program
3:30 p.m./5:00 p.m.	-	General discussion--"Understanding the Background of the Minority Child"--selected materials will be given to you.

3/12/70

A G E N D A

COMMUNITY AIDES
Orientation Program
Tuesday, March 17, 1970

8:00 a.m./9:40 a.m. - Mr. Claude G. Perkins, Director, Department of Intergroup Education, and Mrs. Bernice Moten, Human Relations Consultant

1. Job Assignments

2. Discussion

9:40 a.m./10:00 a.m. - Coffee Break

10:00 a.m./10:30 a.m. - Mr. James Cox, Pupil Personnel Division, Clark County School District

1. "Truancy Problems"

10:30 a.m./12:00 Noon - Reading Period--Review Materials

12:00 Noon/1:00 P.M. - Lunch

1:00 p.m./3:30 p.m. - Meet with Department of Intergroup Education Zone Consultants

1. Visit two (2) schools--appointments have been made in advance.

2. Discuss assignment with the principal

3:30 p.m./5:00 p.m. - Negro History--Discussion

3/12/70

A G E N D A

COMMUNITY AIDES
Orientation Program
Wednesday, March 18, 1970

8:00 a.m./10:00 a.m. - Meet with Mr. Claude H. Parson, Human Relations Specialist, at the J. C. Fremont Office of Department of Intergroup Education

1. Reporting
2. Mileage
3. Filmstrip--"Myths of Racial Prejudice"
4. Discussion

10:00 a.m./10:20 a.m. - Coffee Break

10:20 a.m./12:00 Noon - Transportation Problems--Mr. Claude H. Parson, Human Relations Specialist, and Mr. Richard White, Transportation Division, Clark County School District

1. "Rules and Regulations for Bus Students"

12:00 Noon/1:00 P.M. - Lunch

1:00 p.m./2:30 p.m. - Mr. Ernest Z. Robles, Sr. Program Officer, Equal Educational Opportunities, Region IX, U.S. Office of Education, San Francisco, California

2:30 p.m./2:45 p.m. - Coffee Break

2:45 p.m./5:00 p.m. - Film-- "Negro History"

1. Discussion

CHP/jew

3/12/70

APRIL REPORT

Submitted by
Jackie McKinney, Community Aide
Department of Intergroup Education

This has been a period of uncertainties, frustration and accomplishment. There have been a number of conferences with teachers, students and parents and by their own admission have been swayed in their plans to withdraw from integrated schools because of academic, lunch, bussing, etc. One case of mistaken identity existed with a bus driver. We conferred on this and concluded that one should be absolutely sure before accusing.

Because of the complications involving a Drill Team at one school, I do recommend that all schools have issued to them a memorandum to the effect that all clubs, organizations, etc. be integrated from the beginning or will not be allowed to function. There has been a reluctance on the part of some to follow this in the past and it has caused many problems.

More and more it is becoming increasingly clear that "fear" is our worst enemy. I cannot forget an incident in my early childhood when another child dangled a worm at me and I kept backing up in a long ditch until I could go no further. In desperation, I picked up the nearest object, which happened to be a sharp brick, and with every inch of strength I could muster I plunged it into the pursurer's head leaving a lifetime scar. I cannot help wondering how many out of "fear" will commit similar acts...I feel the need to go after five o'clock and on weekends whenever it appears that I can do something to alleviate the fear that now exists.

It appears that some educators think only of problems when they think of the minority student. The moment you are introduced to them they say, "I have no problems with my kids." To this, I invariably reply that I want to hear of progress as well as problems.

There have been certain modifications in some areas which tended to make normal situations become Black/White problems. It has been my observation that being watched on the basis of race is hurting minority children. The minority student knows that he is being watched and he resents this. He wants very badly to be liked everyone else and should be allowed to function as a normal human being. One must bear in mind that with him, as with anyone else, there will be moments of success and periods of failure. It is basically the human way to look at it and one should be stimulated by their failures and encouraged by their success.

APRIL REPORT

Submitted by

Stella Turmon, Community Aide
Department of Intergroup Education

When I went into the schools, I found the principals and teachers most unwilling to work with me. As time passed, they seemed to be more willing to have me around, but still would not identify any of the problems facing our children. Since the last School Board meeting, one of my principals admitted he might not be doing the job he wants to believe he is doing. The teachers usually ask you to do unimportant things like telling Mrs. Jones her son cannot read.

Some of the problems I have found include attendance, lack of interest, behavior, and nutrition. Most of the children having problems in one of these areas will usually have problems in all areas. Some of the children having problems in reading have been out of school a great deal of the time, and usually have no lunch when they are in school.

I have helped one student obtain glasses from the Lions Club, another to obtain shoes. I worked with the secretary and attendance officer to get the parents to see the importance of keeping the children in school. I have found the parents receiving A.D.C. most unwilling to talk about their children's attendance problems. Many of the children attend school without lunches and when I spoke to the principals about this, they indicated that the children could get sandwiches the other children did not want. However, I found the children would not, in many cases, accept this because they were embarassed and would rather go hungry all day.

I have talked to many parents concerning their children who have been referred for special education testing purposes. I have tried to explain the good and bad points of this program to the parents. In this way they could make a decision based on facts. I have asked these parents to take these forms to the school and talk to the teachers involved prior to the parent signing this form. In this way, if they are satisfied, they can decide what is best for the child.

Behavior problems appear frequently in both Black and White children. How ever, more Black students seem less interested in what is going on in the classroom, and naturally start "goofing" off. They are more likely to take any punishment from the teacher as an insult.

I have talked to Mr. Ed Greer and Mr. Westover, Food Services Division, Clark County School District, concerning the children who have no lunches. They have asked that I identify the schools involved in the Integration Program that are not getting lunches and they will try to provide some help, if not on a complete school basis, then to those students requiring help. I was informed this program could be expanded to include two complete schools or students needing lunch who come from the Westside area.

At one of the C.V.T. Gilbert Communications Council meetings we discussed sending out a survey to the Black parents in the Westside area to inquire as to how they felt about the integration program. One question which would be asked is, "Would you like to see C.V.T. Gilbert School continue?" At this time, I feel that C.V.T. Gilbert's Communication Council is an excellent idea and is doing a fine job. However, I also feel it still does not communicate with the poor people in the community. I have found these people, Black and White, who are trying to make integration work at C.V.T. Gilbert to be well informed. But I would like to see integration work in all schools.

I have also attended many community meetings such as E.O.B., School Board, Neighborhood Council, Title I, P.T.A.'s, etc. These meetings provide a valuable source of information. However, we are not as well informed as some of the people in the community. Even though we do not work with Junior and Senior High Schools, I feel we must know of school policies and procedures. The worst thing in the world for a Community Aide is to say, "I don't know."

ST/jew

APRIL REPORT

Submitted by
Florence Hardwick, Community Aide
Department of Intergroup Education

When I first started as a Community Aide, most of the teachers had very little to say even though the principals admitted they needed my assistance. The teachers, most of them, reported they had no problems, even after I had explained to them my duties as a Community Aide.

After approximately a week, the teachers begin to call upon me to see if I could assist them in various ways such as checking those children coming to school without lunches or being absent and to contact parents relative to their children's school work. Most of the children have difficulty in their reading.

Within a week after I had contacted each school assigned to me, the teachers began to relay information to me concerning the Black students, and felt the students were capable of greater achievements in their school work if only they would attend school on a regular basis.

I consulted with the children and was asked by them if I was a teacher and if not, what was I. This question came from Black and White children. I told them I was there to help them with some of their problems. I found out after awhile that if I sat and ate lunch with them they would talk more freely with me about their teachers and other children.

I have one principal in my area who readily admitted he needed help and yet he called another principal to find out which records, etc. I was permitted to review. Mr. Erbe, the principal Mr. Becker had called, informed me of this conversation. However, I made no comments.

I tried to set up parent/teacher conferences. I explained to the parents how very important it is to keep in close contact with the teacher and principal of the school where their children attend.

I have visited as many homes as possible and have made it a point to visit most of the parents at least once. Some have problems and I have made return visits to these homes to consult with them. In most cases the child had been expelled from school.

I am learning the teachers and children and they are in turn learning me. The children are confiding in me more and more. The teachers are asking me to help with the children now.

In my month's experience, I have come in contact with good and poor teachers, some who are willing to work with me and those who are unwilling to work with me. However, I do feel the experiences I have encountered have helped me to better understand our problems and I shall endeavor to do everything within my power to let the parents, teachers, and children know that I am there to help with their problems.

FH/jew
cc: Mr. Claude C. Perkins

APRIL REPORT

Submitted by
Ed M. Toney, Community Aide
Department of Intergroup Education

The principals of my area have intimated they could take care of their own school problems and that I should build up the children's confidence in me.

During this month I have addressed several faculty and in-service meetings. I have also had many teacher/parent conferences set up and followed through on these.

One parent, Mrs. Semons, attended classes with her daughter to find out why the child was getting low grades. The child, Vickie Patterson, was not doing her work in class. Since her mother's visit, Vickie has improved considerably. However, she still misses some days at school, but her attendance has improved compared to what it used to be.

At Halle Hewetson I observed the bus several times picking up the children at 3:35 p.m. or 3:45 p.m. No one was there to supervise the loading of these children. I talked to Mr. Merklin of transportation to find out why the bus driver was late. He informed me another bus would be put on this particular run. I tried to contact Mr. Rust, Principal of Halle Hewetson, but was informed that he would be out of his office for three days. The first day the bus picked the children up at 3:00 p.m. which was the scheduled time. The second day they were picked up at 3:10 p.m. When children from Halle Hewetson got on the bus, the children from Robert E. Lake Elementary started a fight. Children from Halle Hewetson got off and walked home. I drove some of them to their homes. The next day the children from Robert E. Lake threatened them. I received calls from these children's parents. I tried to explain to the parents that I wanted to get the children off the school grounds and onto the bus as soon after the dismissal bell rang as I could in order to get the children home safely and at a reasonable hour. Many of the parents seemed uninterested about the bus arrival. It seemed all they cared about was having their children home before dark.

The next day I rode the bus with the children to observe the situation and to find out what was causing all the trouble. However, everything was under control. I feel this was because of my presence. I contacted Mr. Merklin and related the situation to him. He put Bill Hewitt on this run and as of now Bill is picking the children up at 3:15 p.m. The children seem to be happy and appreciate him very much.

I have noticed on the back of some children's records that they have been referred for Special Education. However, there is no further information to identify what progress has been made relevant to this referral.

Most problems seem to stem from teachers not understanding the Black child's problems. When I approach these persons they bluntly say, "I do not know what to do." It is my feeling that they are not actually trying to understand the Black children. Generally speaking, their habits, dialect and many small aspects. These areas should be weighed highly among the principals and teachers until they understand these children.

APPENDIX I

OUTLINE IN-SERVICE TRAINING OF BUS DRIVERS

PROPOSAL FOR IN-SERVICE TRAINING OF BUS DRIVERS

Submitted

by

Claude H. Parson, Human Relations Specialist

1.0 PURPOSE OF WORKSHOPS

1.1 To promote integration in the Clark County School District.
1.2 To provide background information to bus drivers in an effort to help them better understand minority children.
1.3 To suggest solutions to problems arising out of an extended bussing of students in Clark County.
1.4 To develop better relationships between bus drivers, students and parents.

2.0 SELECTION OF IN-SERVICE CO-ORDINATOR

2.1 After a conference with Richard White of Transportation and his committee, it was suggested that Sammy Armstrong, standby bus driver, be selected as In-Service Co-ordinator for the bus drivers program.
2.2 To help the Human Relations Specialist identify problem areas and to organize disucssion groups to seek out ways to alleviate the situation.
2.3 To post announcements of meetings and encourage participation.
2.4 To report to the Transportation Director and the Human Relations Specialist.

3.0 PLACE AND TIME OF MEETINGS

3.1 Meetings are scheduled for the bus drivers lounge on 25th Street.
3.2 Suggested time for discussions are 9:00 A.M. and 12:30 P.M. on a school day--once a month. (Arranged by the Transportation Director and Co-ordinator)
3.3 Suggestions from the transportation committee that several small groups meet in order to promote interaction among participants.
3.4 Total meetings scheduled for the present school year are eight (8).

4.0 USE OF CONSULTANTS

4.1 Consultants to be assigned as needed to present information and answer questions.

5.0 AREAS TO BE COVERED

5.1 "Understanding the Background of Minority Students"
5.2 Relationships with parents and students
5.3 Behavior problems on the bus and how to cope with them
5.4 Motivation of students to observe safety rules
5.5 Other problems presented to us by bus drivers

6.0 COST OF PROGRAM (To be paid out of Title IV Funds)

6.1 Consultant - $6.00 per hour plus preparation time
6.2 Co-ordinator - $6.00 per hour
6.3 Estimated total cost of program $432.00